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ABSTRACT

To encourage educational equity for both sexes in elementary and secondary schools, this handbook provides materials for principals, other educators, and community members to use in assessing their progress toward achieving sex equity. The materials and information were gathered through nationwide contacts with those schools most likely to have developed systematic programs promoting sex equity. Each of the guidebook's five chapters examines a different aspect of sex equity in education, including (1) the school's overall progress toward sex equity; (2) equity in staff development, teacher evaluation, and other personnel practices; (3) equal access to all school programs, especially in vocational and physical education; (4) equity in student guidance and counseling programs; and (5) elimination of sexism in curriculum and library materials and in classroom practices. In each chapter, the handbook first discusses policies in sex equity and the need for policy statements, before listing principals' activities that can serve as incentives for change in their schools. Each chapter then gives a checklist for judging the extent to which sex equity is institutionalized in the school, and concludes by presenting examples of assessment tools to use in measuring the school's progress toward sex equity. (Author/RW)

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A SCHOOL PRINCIPAL'S GUIDE TO INCENTIVES TO PROMOTE EDUCATIONAL EQUITY FOR GIRLS AND BOYS

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FINAL REPORT

A SCHOOL PRINCIPAL'S GUIDE TO INCENTIVES TO PROMOTE EDUCATIONAL EQUITY FOR GIRLS AND BOYS

METHODOLOGY

This project was designed to identify and assess procedures that evaluate and reward sex equity activities at the elementary and secondary school level. Schools that are most likely to have developed systematic sex equity activities were identified through national, state, and local agencies and networks. Once identified, school personnel were contacted directly to explore in greater detail the nature of their sex equity activities, evaluation procedures, and reward systems. Schools with documentation of active programs in this area were asked to send materials describing their programs, evaluation procedures, and incentives.

Given the limited amount of funding and the time available for this project, it was impossible to carry out a systematic sampling of all 16,000 school districts. What was feasible, however, was to tap into organizations, agencies, and networks that were most likely to be knowledgeable about sex equity initiatives at the local level. For example, there are 10 Sex Desegregation Assistance Centers funded under Title IV of the Civil Rights Act of 1964 whose major purpose is to provide local school systems with information and assistance in sex equity initiatives. These Centers have provided much assistance in identifying schools that have assessment procedures and/or awards for exemplary sex equity practices. Also contacted were the Title IV sex equity personnel in 21 State Departments of Education who provided additional assistance. Finally, within each State

Department of Vocational Education, the Sex Equity Coordinator, who provide assistance in eliminating sex bias and sex stereotyping in vocational education programs, were contacted, and many provided us with useful information. Other agencies and organizations contacted include: The American Association of Secondary School Principals; the National Center for Research in Vocational Education; the Racism and Sexism Resource Center for Education; the Feminist Press; The Project on Equal Education Rights; and the Far West Laboratory for Educational Resources and Development.

With the assistance of organizations that work directly with local education agencies, we were able to identify schools that were most likely to have developed sex equity initiatives. Once identified, the local education agencies were contacted to explore in greater detail the exact nature of their sex equity activities, as well as their procedures and practices to evaluate and reward such initiatives. Schools which had promising practices were asked to send materials describing the nature of their activities, their evaluation procedures, and reward systems.

A FOCUS ON SCHOOL PRINCIPALS

We decided to target this report to school principals for a number of reasons. School principals are the key to developing an environment within a school that is conducive to innovative and equitable change. Preliminary research indicates that without the support and encouragement of the building level administrators little change occurs. Much of the materials developed to date that have been targeted to administrators were targeted to state and district administrators not school principals. Additionally, much of the material to date has been compliance oriented rather than incentive oriented. In this report we concentrated on identifying incentives that could be utilized by school principals to encourage change. Additionally, it identified

evaluation instruments that could be utilized to measure progress.

ORGANIZATION OF REPORT

This report was organized into five chapters (I) Introduction, (II) Staff Development, (III) Program Access, (IV) Guidance, and (V) Curriculum.

In each chapter there is a discussion of (1) Policy, (2) Creating an Environment for Change: The School Principal's Incentives List, (3) The Institutionalization of Change, and (4) Assessment Tools.

Policy

Policy discussions in each chapter point out the importance of developing specific policy statements on targeted areas. The actual content of specific policies are left to school principals to develop in conjunction with his or her school board, superintendents and staff.

Creating An Environment for Change: The School Principal's Incentives List

This section simply lists activities that school principals can promote that would serve as incentives to staff and other administrators and thus create an environment for change.

The Institutionalization of Change

This section contains a checklist that can be utilized to examine the extent to which change has been institutionalized into the framework of school operations.

Assessment Tools

In this section we present examples of actual assessment tools that can be utilized to measure progress.

ASSESSMENT INSTRUMENTS

Our report contains the following instruments:

General/Comprehensive Assessment Tools

"Checking Your Balance: Guidelines for Assessing Sexism"

"Checklist: Rate Your School for Racism and Sexism"

Staff Development, Teacher Evaluation and Personnel Practices

"Checklist for Administrative Behavior"

"Recognizing Sexist and Nonsexist Behaviors"

"Student Checklist"

"Teacher Evaluation: Checklist-Staffing"

"Employment"

Assessment Tools for Program Access

"Access to Courses--General"

"Access to Courses--Vocational Education"

"Access to Courses--Physical Education"

"Appendix A Checklist for Evaluating Title IX Compliance Progress: Physical Education"

Assessment Tools for Guidance and Counseling Programs and Practices

"Counseling"

"A Checklist of Manifestations of Sex Bias and Discrimination in Administrative and Counseling Policies and Procedures"

"Checklist for Guidance Counseling Behaviors"

"Assessing Factors Influencing Students' Choices of Vocational Programs"

Curriculum

"Criteria for Evaluating Materials: A Checklist"

"A Checklist for Evaluating Materials"

"Checklist for Analyzing a School Library"

"Assessing Sex Bias in the Classroom"

ABSTRACT

A SCHOOL PRINCIPAL'S GUIDE TO INCENTIVES TO PROMOTE EDUCATIONAL EQUITY FOR GIRLS AND BOYS

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FORWARD

A NOTE ON EQUITY AND EDUCATIONAL EXCELLENCE IN THE 1980s

The primary function of educational institutions is to teach youth the norms and values of society. Schools are responsible for transmitting to students the knowledge and experience of the past so that they will have the ability to cope with the present and future.

In periods of rapid social change, this knowledge is often woefully inadequate to prepare youth to cope with the present and future. Further, while education must prepare today's student for tomorrow's world, educators, themselves socialized in the world of the past, understandably may have some difficulty carrying out that function.

The data on the participation and experience of females and males in educational institutions indicate that many educators are continuing to transmit to students past assumptions about male and female roles. Experience and achievement of male and female students during elementary and secondary education are often different. In many schools, males and females are treated differently in the classroom and are portrayed differently in instructional materials.

Current changes in the administrative organization of educational institutions -- i.e., increased emphasis on state and local control -- are taking place in the context of other highly significant and economic changes. To plan equitable educational programs in the 1980s, it is essential for educational administrators to understand the changing nature of our social institutions. Social, economic and technological conditions have altered dramatically and will continue to change in the next two decades. Shifting birth rates are resulting in changes in the age composition of the population and altering the size and growth of the labor force significantly; technological changes in business and industry are creating occupational and structural changes in the labor force. The changing nature of the family and the influx of women into the labor force are radically affecting the nature of our lives. These changes cannot help but have a tremendous effect on the organization of our educational institutions.

Of the 19 million new jobs created during the 1970s, 11.5 million were filled by women. Women accounted for nearly three-fifths of the increase in the civilian labor force, with 59 percent of all women 18 to 64 working in 1978. Today, nine out of ten women will work outside the home at some point during their lives. The average American woman can expect to spend 27 years of her life engaged in paid employment. At the beginning of 1980, nearly 52 percent of the total female population -- including females under age 16 -- were working. The latest Labor Department projections indicate that work force participation is expected to increase much faster for women than for men. During the 1980s, women are expected to enter the labor force at the rate of nearly 1 million per year -- 60 percent of all women are expected to have entered the work force by 1990. This means that by 1990, women will most likely comprise over half the total work force.

While there have been tremendous increases in the numbers of women entering the paid labor force, occupational segregation by sex remains virtually unchanged. Women continue to be concentrated in only a handful of fields with the predictable results: low earnings and underemployment. Of the 40 million American women who work outside the home, 80 percent are concentrated in the service industries, clerical occupations, retail sales, and nursing. Clerical workers account for 35 percent of all employed women, and another 18 percent are service workers. These two occupational areas alone account for more than half of all employed women. Even within female-intensive occupational groupings, the higher pay scales are dominated by men.

Thus, schools must adapt not only to the changing social, economic and technological conditions, but to altered administrative and fiscal priorities such as increased local control and decreased funding. This double imperative toward change is causing many schools to request assistance in gaining the self sufficiency they will have to have to educate today's students for tomorrow's world.

A FOCUS ON SCHOOL PRINCIPALS

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METHODOLOGY

Given the limited amount of funding and the time available for this project, it was impossible to carry out a systematic sampling of all 16,000 school districts. What was feasible, however, was to tap into organizations, agencies, and networks that are most likely to be knowledgeable about sex equity initiatives at the local level. For example, there are 10 Sex Desegregation Assistance Centers funded under Title IV of the Civil Rights Act of 1964 whose major purpose is to provide local school systems with information and assistance in sex equity initiatives. These Centers have provided much assistance in identifying schools that have assessment procedures and/or awards for exemplary sex equity practices. Also contacted were the Title IV sex equity personnel in 21 State Departments of Education who provided additional assistance. Finally, within State Departments of Vocational Education, the Sex Equity Coordinators who provide assistance in eliminating sex bias and sex stereotyping in vocational education programs were contacted, and many provided us with useful information.

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Policy discussions in each chapter point out the importance of developing specific policy statements on targeted areas. The actual content of specific policies are left to school principals to develop in conjunction with his or her school board, superintendents and staff.

Creating An Environment for Change: The School Principal's Incentives List

This section simply lists activities that school principals can promote that would serve as incentives to staff and other administrators and thus create an environment for change.

The Institutionalization of Change

This section contains a short-summary checklist that can be utilized to examine the extent to which change has been institutionalized into the framework of school operations. These checklists can be utilized selectively as an integral part of the ongoing school evaluation process or as separate tools to specifically measure progress in the sex equity areas.

Assessment Tools

In this section we present examples of actual assessment tools that can be

Utilized to measure progress. Most of the assessment instruments are simple checklists requiring yes or no responses on a 1 to 10 evaluation. They can be utilized to diagnose needs, measure progress or encourage faculty and student involvement. Once again instruments can be modified to be utilized as part of the school's ongoing general evaluation process or as separate initiatives to specifically evaluate and encourage sex equity. Additionally, some instruments are designed to be utilized by school principals, others by staff or by students. Instruments which were collected from a variety of private and public national, regional, state and local agencies, were chosen because of their relevance to elementary, middle or high school evaluation by school principals and their staffs and students.

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QUALITY EDUCATION THROUGH SEX EQUITY: A SCHOOL PRINCIPAL'S GUIDE TO IMPLEMENTING EDUCATIONAL EQUITY

I. INTRODUCTION

THE ROLE OF PRINCIPALS

Because school principals are the link between the central administration, the teachers and departments within the schools, their role in achieving sex equity is crucial. While many factors influence the receptivity of a school system to new input and new educational directions, the key influence is probably the leadership of school principals.

Professional commitment to nondiscrimination and equal educational opportunity should be demonstrated at the very highest administrative levels. Though all staff members have their own opinions about current educational issues, most will follow the lead and priorities of the school principal. When these policymakers pursue the goal of equal educational opportunity in all policies and programs, they create an atmosphere in which change is encouraged and progress welcomed. Staff respond with high morale and innovative ideas. A climate for change can be created by the school principal through specific policies and procedures, positive communication and clear cut patterns of decision-making, which in turn become incentives for staff action. The school principal can, through affirmative leadership, build an equity network (of teachers, counselors, school building administrators, and students) that can make a significant difference in the quality of education that is provided.

CREATING AN ENVIRONMENT FOR CHANGE: ESTABLISHING INCENTIVES

Every organization has a system of bonuses and penalties that includes, but is not limited to, salaries and promotions. Release time, support for graduate study, access to important information, conferences, special assignments, extra resources, and publicity are a few of the ways a system can reward staff.

The equity network once developed should be incorporated into all educational planning activities, with attractive rewards for creative implementation efforts and, where necessary, specific sanctions for noncompliance. Rather than waiting until sanctions are necessary, however, a school principal will probably want to develop specific incentives to reward active positive efforts. It is important to remember that what might be a rather isolated or less than significant activity in the hands of staff becomes an incentive when initiated by a school principal. Positive actions by school principals can serve to turn what might otherwise be seen as routine or low priority activity into an exciting and affirmative enterprise.

Morale

Energizing your staff around equity issues can make a tremendous difference in staff morale. Since sex and race equity issues permeate all facets of the educational process, activating staff activity in specific targeted areas can greatly facilitate new interest and energy that cannot help but inspire creative and innovative programming across the board.

Every school system has teachers, building administrators, or staff groups, who, whether or not they have any formal authority and/or informal influence, devote extraordinary amounts of creative energy to projects in which they are interested. A resourceful principal will locate these "human resources" and arouse their interest in tackling sex equity related projects. They might form task forces, develop curriculum, do research on resources, write a proposal, or develop a model classroom, resource center, or handbook for the system. These individuals are usually willing to take action and set the pace in making a change. When an innovation has proved itself, other teachers and administrators will follow. It is essential to remember that all the activity in the world will not assure innovation unless a system of institutionalization is built in. Creative innovations must become standard operating procedures.

In the chapters that follow we will discuss how a school principal can set policy and create an environment for change through the planned initiation of activities and procedures that become incentives to staff. We will provide examples of assessment tools that can be utilized to evaluate progress and short checklists for school principals to use as guidelines to measure the extent to which initiatives have become standard operating procedures, i.e., part of the institutional structure of the school.

ASSESSMENT

Self-evaluation assessment tools can be used to help administrators to target areas for staff development workshops, as well as policies, procedures and programs that will need to be changed. It is therefore essential for school principals to maintain a policy of annual self-evaluation. The following include the major objectives of self-evaluations:

- To have reviewed for discrimination and bias with regard to sex, race, color, religion and national origin--

  all written and other communications;
  all curriculum and other programs;
  all budget allocations and school supports;
  all extra-curricular activities;
  all facilities;
  all supplies, publications, and materials;
  all staffing patterns

- To have developed a comprehensive set of improvement objectives based on the findings of the review;

- To have specified detailed <u>activities</u>, <u>responsibilities</u>, and <u>timelines</u> for each objective defined;

- To have established a reasonable and workable system of accountability and reporting which monitors progress toward objectives.

Delegating self-evaluation tasks to a broad number of people in the system has two benefits. First, because the Title IX coordinator's time is not consumed in data collection, he/she can devote those energies to analyzing and synthesizing the information, preparing a full report on the findings for the superintendent, and framing recommendations. Second, a number of building administrators, teachers, and counselors can be drawn into the process. This participation can increase their awareness of the educational and regulatory issues, enrich their understanding of implementation, and provide them with an opportunity to contribute their expertise to the process. Delegation of evaluation tasks requires thorough preparation. Contributing staff must be trained to know what they are looking for, to recognize evidence of discrimination and bias and to develop methods by which staff can overcome typical patterns of discrimination.

GENERAL/COMPREHENSIVE ASSESSMENT TOOLS

Two instruments have been included in this introductory section: Checking Your Balance; and Checklist: Rate Your School for Racism and Sexism. They are quick overall general assessment instruments that can be utilized to diagnose needs or measure progress. They can be modified to be mainstreamed into regularly scheduled ongoing general school evaluations or can be utilized separately to specifically evaluate sex equity. These instruments can be utilized to: (1) encourage staff-student-community involvement; (2) diagnose needs; and (3) measure progress.

The most comprehensive compliance oriented institutional assessments are included in Complying with Title IX, Implementing Institutional Self-Evaluation by Martha Matthews and Shirley McCune, which can be obtained from the Resource Center on Sex Roles in Education, Council of Chief State School Officers, (202) 624-7702.

Each of the chapters that follow this introduction also contain assessment tools that have been included for their relevance to specific administrative or program areas.

CHECKING YOUR BALANCE

Guidelines for Assessing Sexism in School and Classroom Practices

OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY
NIDA E. THOMAS, DIRECTOR

NEW JERSEY STATE DEPARTMENT OF EDUCATION
FRED G. BURKE, COMMISSIONER

RALPH H. LATAILLE, DEPUTY COMMISSIONER

APRIL 1976

Prepared by:

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DOES YOUR SCHOOL DISTRICT PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES FOR MALES AND FEMALES?

The implementing regulations for Federal Title IX and New Jersey Regulations (Title VI) concerning "Equality in Educational Programs" require each school district to answer the above question by doing a self-assessment. Some districts have already evaluated themselves; others are now in the process; all districts will be conducting annual evaluations to ensure an on-going affirmative response to the question.

The following checklist should be helpful in all stages of assessment. The list of questions is not exhaustive but, rather is intended to stimulate thinking and to elicit other questions. The checklist can be used by administrators, teachers, and other interested staff members. It can be used as the basis for faculty and community dialogue. It can be used at in-service training sessions and faculty meetings.

125 questions are included and space is provided for the insertion of additional questions or suggestions. This checklist is provided for your use and need not be returned to the Office of Equal Educational Opportunity.

GUIDELINE I: SCHOOL PRACTICES WHICH DEAL WITH SEX STEREOTYPING

Students shall be allowed to participate in all areas of the curriculum; i.e. course and activity selection and extra-curricular activities regardless of sex and teachers shall not segregate on the basis of sex.

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/ Suggestions
1) Seating and Line Arrangement			
a) Do seating arrangements by teacher assignment mix male and female students?	___	___	
b) Do seating arrangements by student choice mix male and female students?	___	___	
c) Are males and females integrated in group formations such as:			
1. seating in cafeteria	___	___	
2. seating in assembly hall	___	___	
3. seating in library	___	___	
4. line up to enter or leave room (other than to use sanitary facilities)	___	___	
5. playground assignments	___	___	
6. graduation lines	___	___	
7. other (specify)	___	___	_____
2) Classroom and Small Group Assignments			
a) Are males and females grouped together, as in:			
1. partner assignments	___	___	
2. classroom teams	___	___	
3. study groups	___	___	
4. other (specify)	___	___	_____
3) Assignment of Classroom Tasks			
a) Are both males and females assigned equally to all tasks including:			
1. hall guards	___	___	
2. monitors	___	___	
3. street crossing guards	___	___	

	Yes	No	Comments/Suggestions
4. library helpers	___	___	
5. lunch helpers	___	___	
6. office helpers	___	___	
7. audio-visual helpers	___	___	
8. classroom furniture movers	___	___	
9. classroom and school display designers	___	___	
10. other (specify)	___	___	_____
4) Classroom Library and Arrangement of Books			
a) Are books placed on shelves so that they do not designate books for boys and books for girls?	___	___	
b) Do boys and girls use the classroom library together and not during times specified for boys and girls?	___	___	
c) Have classroom books been evaluated to determine if they are sex-stereotyped or if they discriminate against males or females?	___	___	
d) Have supplementary materials been developed or obtained which counteract the effect of sex-role stereotyping in classroom books?	___	___	_____
5) Discipline Patterns			
a) Have the same policies with regard to discipline been established for boys and girls?	___	___	
b) Are the same persons assigned to the handling of discipline problems of both boys and girls?	___	___	
c) Do teachers tend to discipline girls and boys on their individual behavior and not because of their sex? (example: in some cases, boys are disciplined more harshly than girls for the same behavior.)	___	___	_____

	Yes	No	Comments/Suggestions
6) Clubs and Extra-Curricular Activities Sponsored by the school			
a) Do all school districts permit participation by members of both sexes?	___	___	
b) Do all clubs allow participation of males and females?	___	___	
(If the answers to a and/or b were no, you may wish to list those clubs or activities which do not allow participation.)			
c) Are club presidents and other offices held equally by boys and girls?	___	___	_____
7) Course and Activity Selection			
a) Do kindergarten and elementary school teachers encourage use of traditional sex-stereotyped materials, such as dolls, trucks, blocks, etc. by both boys and girls?	___	___	
b) Are girls enrolled in:			
1. wood shop	___	___	
2. industrial arts	___	___	
3. math	___	___	
4. physics	___	___	
5. drafting	___	___	
6. mechanical drawing	___	___	
7. auto mechanics	___	___	
8. other (specify)	___	___	_____
(You may wish to include statistics showing the percentage of girls in relation to total class enrollment)			_____
c) Are boys enrolled in:			
1. home economics	___	___	
2. secretarial courses	___	___	
3. literature electives	___	___	
4. foreign language electives	___	___	
5. art	___	___	

	Yes	No	Comments/Suggestions
6. music	___	___	
7. other (specify)	___	___	_____
(You may wish to include statistics showing the percentage of boys in relation to total class enrollment)			_____
d) Are course titles and pre-requisites written in non-sexist language? (example: Cooking for Singles rather than Bachelor Cooking.)	___	___	_____
e) Do community groups using school facilities provide equal opportunity for:			
1. girls and boys to participate	___	___	
2. participation by men and women	___	___	_____
8) Work Study Programs			
a) Do boys and girls participate equally in work-study programs?	___	___	
b) Are both sexes given the same work assignments?	___	___	
c) Are males and females paid the same salaries for equal work?	___	___	
d) Are students enrolled in non-traditional work activities?	___	___	_____
			TOTALS YES _____ NO _____

GUIDELINE II: TEXTBOOK AND MATERIALS EVALUATION

Textbooks, educational materials, library books, and audio-visual aids should provide a balance in the representation of males and females and should not contain sex-role stereotypes.

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) Textbook and Materials Evaluation			
a) Have textbooks and library books been reviewed to determine if they			

	Yes	No	Comments/Suggestions
discriminate against members of either sex? (You may want to use the Textbook Evaluation Checklist developed by Dr. Sylvia Feldman and distributed by the New Jersey State Department of Education: Office of Equal Educational Opportunity. In addition, guidelines for textbook evaluation have been established by some of the major publishers, i.e., MacMillan, Scott Foresman, Holt, Rinehart, and Winston.)	___	___	
b) Have other instructional materials, courses of study, and audio-visual materials been evaluated?	___	___	
c) Have criteria for evaluation of the materials listed in question 1b been established?	___	___	
d) Have school policies been developed concerning the evaluation and use of sex-stereotyped books and materials?	___	___	
e) Have policies been established with regard to the purchase of new materials and textbooks?	___	___	
f) Are instances of sex stereotyping in textbooks and instructional materials pointed out to students?	___	___	
g) Do students analyze textbooks and materials for sex stereotyping?	___	___	
h) Are textbook publishers and distributors of audio-visual and instructional materials notified when their materials are sexist or promote sex-role stereotyping?	___	___	
2) Supplementary Materials			
a) Do school districts provide training for teachers in devising supplementary, non-sexist materials?	___	___	

	Yes	No	Comments/Suggestions
b) Has a resource center of supplementary materials, lists of non-sexist books and audio-visual materials, and other related items been established?	___	___	
c) Are teachers informed on a continuous basis of resources they can use in supplementing texts?	___	___	
d) Are students encouraged to bring in and develop their own non-sexist materials?	___	___	_____
3) Bulletin Board Displays			
a) Do displays show males and females in nontraditional as well as traditional roles?	___	___	
b) Do both male and female students design room and school displays?	___	___	
c) Are the contributions of women included in room and school displays?	___	___	
d) Do both males and females design and hang room and school displays?	___	___	_____
		TOTALS	YES _____ NO _____

GUIDELINE III: COUNSELING OPPORTUNITIES

School personnel shall provide equal information and counseling to all students regarding career, professional, and/or vocational opportunities and shall not use any tests or measures which discriminate against students.

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) Staff Representation			
a) Do male and female counselors have the same number of cases?	___	___	
b) Do male and female counselors serve equal proportions of male and female students?	___	___	_____

	Yes	No	Comments/Suggestions
2) Testing Procedures and Materials			
a) Has the guidance department reviewed testing materials for sex fairness?	___	___	
b) When reviewing materials, does the guidance department look specifically at those areas listed below to ensure that the materials are non-sexist?:			
1. language	___	___	
2. occupational titles (firefighters vs. firemen)	___	___	
3. scales	___	___	
4. score report forms	___	___	
5. interpretive information	___	___	
c) Have tests which are not sex fair been replaced?	___	___	
d) If more appropriate materials are not available, are policies developed for interpretation and use of the data?	___	___	_____
3) Class Enrollments			
a) Have class enrollments been reviewed to determine male/female ratios?	___	___	
b) If male/female ratios are disproportionate in some classes, are steps being taken to ensure that the imbalance is not a result of discriminatory actions on the part of counselors or counseling materials?	___	___	_____
4) Dissemination of Information Regarding Vocational and Educational Opportunities			
a) Do males and females see information on all vocations and educational opportunities?	___	___	
b) Do guidance counselors suggest course offerings and career opportunities regardless of the student's sex?	___	___	

	Yes	No	Comments/Suggestions
c) Do they actively inform students about the variety of traditional and nontraditional career opportunities available to them?	___	___	_____
5) Materials Used by Counselors			
a) Do counselors review materials for sex stereotyping?	___	___	
b) Do they notify publishers if materials discriminate?	___	___	_____
6) Scholarships Awarded on School Grounds			
a) Are scholarship requirements reviewed to ensure that members of both sexes have the opportunity to apply?	___	___	_____
		TOTALS	YES _____ NO _____

GUIDELINE IV: PREGNANCY OR RELATED CONDITIONS

6:4-1.5 (c) of New Jersey Implementing Regulations Title VI state that "There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty."

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) Pregnancy or Related Conditions			
a) Do students remain in the regular school program unless they so request or a physician certifies that exclusion is necessary?	___	___	

	Yes	No	Comments/Suggestions
b) If a student elects to take a leave of absence, is she provided with adequate instruction to continue and make up her schoolwork?	___	___	
c) Are students given an equal educational opportunity regardless of pregnancy or related conditions in all areas of the school program?	___	___	
1. instructional programs	___	___	
2. extra-curricular activities	___	___	
3. student awards	___	___	
4. availability of counseling	___	___	
d) Have school policies been revised, if necessary, to reflect compliance with New Jersey State Title VI?	___	___	
e) Is a temporary leave of absence for pregnancy applied in the same manner as any other medical disability leave?	___	___	_____
2) Dissemination of Information			
a) Has the support staff, such as guidance counselors and health staff, been given adequate and complete information regarding the above?	___	___	
b) Is that same information disseminated to administrators, teachers, students, and community members?	___	___	_____
		TOTALS	YES _____ NO ____

GUIDELINE V: IN-SERVICE TRAINING

In-service training should be provided to alert staff members to possible sex discrimination in schools in order to aid in the elimination of prejudice.

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) In-Service Programs			
a) Are in-service training programs arranged throughout the school year?	___	___	
b) Has the content been determined on the basis of staff needs?	___	___	
c) Have the following areas been considered for inclusion in training sessions:			
1. explanation of laws providing equal opportunity	___	___	
2. consciousness raising	___	___	
3. textbook evaluation	___	___	
4. criteria for book and materials selection	___	___	
5. career counseling	___	___	
6. other (specify)	___	___	
d) Is there need for in-service training for parents and community members?	___	___	
e) If yes, are these needs being met?	___	___	
f) Are in-service training programs designed to help teachers share resources, information, and classroom techniques?	___	___	
	TOTALS	YES ____	NO ____

GUIDELINE VI: PHYSICAL EDUCATION

Physical education classes must be co-educational and all students must have the opportunity to participate in every activity offered.

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) Makeup of Class Enrollment and Participation in Activities			
a) Do males and females have the			

	Yes	No	Comments/Suggestions
opportunity to participate in activities previously thought of as sex-stereotyped? (example: males in dance, females in soccer)	___	___	_____
2) Physical Fitness Skills and Curriculum			
a) Are physical fitness skill programs provided for all students?	___	___	
b) Are curriculum guides being revised to include girls in all areas of the program?	___	___	_____
3) Attitudes Towards Athletics			
a) Are females regarded positively if they excel in physical education?	___	___	
b) Are boys regarded positively if they do not excel?	___	___	
c) Are teacher expectations for girls and boys the same, regardless of sex?	___	___	
d) Have meetings been held to discuss staff attitudes regarding co-ed physical education?	___	___	_____
		TOTALS	YES _____ NO _____

IDELINE VII: EQUAL OPPORTUNITY FOR BOTH SEXES IN TEAM SPORTS

Members of both sexes must be given equal opportunity to participate in team sports an large numbers of students of either sex may not be denied the opportunity to participa

Area for Assessment and Evaluation Examples of Questions to Ask	Yes	No	Comments/Suggestions
1) Team Sports Provided			
a) Are separate teams for females provided?	___	___	

	Yes	No	Comments/Suggestions
List teams: _____			
_____			
_____			
b) Are separate teams for males provided?	___	___	
List teams: _____			
_____			
_____			
c) Are co-ed teams provided?	___	___	
List teams: _____			
_____			
_____			
d) Are equal opportunities provided for males and females in athletics?	___	___	_____
2) Budget, coaching salaries, purchase and maintenance of equipment, quality of equipment			
a) Is there equitable spending regarding these items listed above? (example: are male and female coaches paid equally for equal work done?)	___	___	_____
3) Must a girl meet the same requirements as a boy and compete under the rules established for that specific competition when she opts to participate on a boys team?	___	___	_____

	Yes	No	Comments/Suggestions
4) Are the physical fitness tests used sex fair?	___	___	_____

TOTALS YES _____ NO _____

Are the policies, procedures and/or criteria for athletic programming applied equally to all students?

All sports offered to students male and female	Offered to males only		Number of males trying out for each sport		Offered to females only		Number of females trying out for each sport		Offered to males & females for unitary team		Number trying for team				Number making the team			
	inter-scholastic	intra mural	inter-scholastic	intra mural	inter-scholastic	intra mural	inter-scholastic	intra mural	inter-scholastic	intra mural	inter-scholastic		intra mural		inter-scholastic		intra mural	
											M	F	M	F	M	F	M	F

SOURCE: A Guide for Title IX Self-Study
Developed by:
KEDS General Assistance Center
College of Education
Kent State University/Kent, Ohio

Sport	Average expenditure for equipment and supplies per female athlete	Number games in schedule	Average expenditure for equipment and supplies per male athlete	Number games in schedule
Total				
Overall average expenditure per athlete				

DOES YOUR SCHOOL DISTRICT PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES FOR MALES AND FEMALES?

Now that you've responded to the list of questions, why not check your balance? After tallying your answers, you may want to use the following guide to determine where your district is at present and in what direction it should move.

91 - 125 yes responses:	Your district is doing well and should continue to move in the same direction.
61 - 90 yes responses:	Your district is on the way towards providing equal educational opportunities but more work is needed.
31 - 60 yes responses:	Your district needs to review its policies and practices. Definite changes need to be made.
0 - 30 yes responses:	Your district should do a thorough evaluation so that it can begin to move in the right direction. Substantial changes are necessary.

GLOSSARY

RACISM is "Any attitude, action or institutional structure which subordinates a person or group because of their color . . . Racism is not just a matter of attitudes; actions and institutional structures can also be a form of racism." U.S. Civil Rights Commission

Racism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

SEXISM is any attitude, action or institutional structure which subordinates a person or group because of their sex. Sexism is not just a matter of attitudes; actions and institutional structures can also be a form of sexism.

Sexism can be manifested individually, institutionally and culturally, and is equally oppressive in its effects, whether it is intentional or unintentional.

ASSIMILATION The myth of American society as a "melting pot" infers that a variety of races, cultures and people have mixed together, lost their uniqueness and formed a whole new American culture. In reality, various racial and ethnic cultures remain, but are denied validity by the dominant, white, middle-class culture. Robert Terry* writes that, "Domination is the arbitrary and one-way assertion of authority by one person, group, institution or culture over another person, group, institution or culture . . . Decision-making is reserved for a few rather than being widely distributed." In order to succeed or enter the "mainstream" of society, individuals from various racial and ethnic groups have been forced to deny their cultures and adopt the dominant, white, middle-class standards, values, norms and behaviors.

*Robert Terry, *For Whites Only*, Wm. B. Eerdmans Publ. Co., Grand Rapids, 1971

DESEGREGATION The process of physically transferring students from one school to another to lessen the racial isolation in the schools. As system-wide desegregation has increased, segregation *within* each school often continues or increases. Ability grouping and tracking are often used to resegregate students within a school. The suspension rate for Black students often increases dramatically in desegregated schools. Curricular changes to reflect the multi-racial, multi-cultural nature of the society are not necessarily part of the desegregation process, nor is staff retraining or staff integration. In fact, statistics show that in the South, the area with the "best" record of "desegregation," wholesale displacement of Black educators occurred as dual school systems were merged: an estimated 6,000 Black teachers and principals were dismissed and thousands more demoted while an estimated 25,000 white educators were hired or transferred to fill positions.

INTEGRATION Integration is erroneously used interchangeably with desegregation and, as practiced, has usually represented assimilation. We feel a correct definition would include meaningful participation of the third world parents and staff in decision-making, hiring, curriculum and all school policies and practices.

PLURALISM ". . . a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color and in many cases with different languages."

Badges and Indicia of Slavery: Cultural Pluralism Redefined, Blourock, Bowman and Pantoja, University of Nebraska, 1975

Pluralism demands an equitable distribution of resources, power and decision-making among all groups. Diversity of groups and cultures would be preserved and differences respected. Groups would collaborate with one another for common objectives, rather than one group dominating all the others.

THIRD WORLD Third World refers to people in the U.S. of African, Asian, Native American (Indian), and Latin American descent, as well as people of color throughout the world. The term was originated in the 1950's by the non-aligned nations as a way of describing themselves. It was meant to show they were neither part of the U.S./Western European bloc, nor were they part of the Soviet bloc, but represented a third force in the world. Third world people are a minority in the U.S., but are a majority of the world's population.

ETHNOCENTRISM A tendency toward viewing alien cultures with disfavor and a resulting sense of inherent superiority. (Webster's Third International Dictionary of the English Language, unabridged.)

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SCHOOL CHECKLIST FOR RACISM AND SEXISM

I *OBJECTIVE*

For participants to increase their awareness of the many forms of racism and sexism in education.

II *RATIONALE*

Since no school operating within a racist and sexist society can be free of these manifestations, examining one's own school can help each participant clarify what s/he would like to help change or improve.

III *TIME ALLOTMENT*

Variable. From two to ten class periods, plus advance information-gathering. Time depends on amount of discussion trainer wishes to encourage.

IV *MATERIALS*

Paper and pencil for participants and enclosed trainer's materials.

V *ACTIVITY*

1. Trainer reads enclosed materials.
2. Trainer, or assigned participants, gather statistics in advance for the information sheet (enclosed).
3. Trainer presents the information gathered to class. (National statistics in FACT SHEETS ON INSTITUTIONAL RACISM and ON INSTITUTIONAL SEXISM can be used as comparison.)
4. Vocabulary and definitions on the glossary sheet can be discussed in advance, or as questions arise, depending on the age and sophistication of the class or the group.

5a. Trainer introduces CHECKLIST and tells participants to listen to each numbered question read, and then write next to each number:

A—meaning, "Yes, always."
B—meaning, "Sometimes."
C—meaning, "Rarely."
D—meaning, "No, never."

Answers are to reflect each participant's own assessment of his or her school.

Or

5b. Participants may be divided into small groups to answer questions jointly.

6. When all questions have been answered—with or without discussion after each one—every participant tallies the number of A's, B's, C's and D's. If all participants are from the *same* school, trainer should see if there is any great divergence in tallies and—if so—allow discussion of differences. If participants represent *many* schools, then any wide divergence in school ratings should provoke discussion of what factors caused better scores at one school than at another.
7. If time is set aside to discuss change strategies, trainer should see that participants start with an analysis of the existing *power* set-up, existing *control of resources* and existing *decision-making* in their schools. After such an analysis, change should be structured around practical ways to achieve more equitable sharing of power and resources and more equitable decision-making for minorities and females.

VI *CAUTION*

If participants wish to work for change, stress the need to arrange for third world and feminist participation on goals and methods. It is also important that change be based upon *realistic* assessments of what can be tackled first, what support can be mustered, etc. Step-by-step organization for the goal decided upon is *at least* as important as a change agent's good intentions.

This SCHOOL CHECKLIST owes much to previous checklists produced by (1) the Civil Rights Commission (unpublished); (2) Integrated Education Associates; (3) the United Church Press; and (4) a very thorough checklist prepared by Dr. Claire Halverson for the EEO Center of the National College of Education.

CHECKLIST ON RACISM

	Yes, always	Sometimes	Rarely	No, never
COMMUNITY				
1. Are parent meetings held at suitable times for working parents to attend?	A	B	C	D
2. Is language used at meetings understandable to all parents or translated as necessary for some?	A	B	C	D
3. Are all parents made to feel welcome and comfortable when they visit a school?	A	B	C	D
4. Are parents of all racial groups encouraged to participate and contribute to school programs and learnings?	A	B	C	D
5. Are third world and poor parents represented as advisors to school board? To administrators of each school? To curriculum committee?	A	B	C	D
SCHOOL BOARD				
6. Does the school board reflect the racial and economic make-up of the community?	A	B	C	D
7. a. If board members are selected, are various racial and economic viewpoints involved in the selection process?	A	B	C	D
or				
b. If board members are elected, is it on a district basis that reflects the racial/ethnic and socioeconomic levels of the community, rather than on a city-wide basis in which a white, middle-class majority can predominate?	A	B	C	D
8. Does the school board encourage and facilitate meaningful participation of students and parents from all racial/ethnic and socioeconomic groups in decision-making?	A	B	C	D
9. Does school board get involved in community affairs related to housing, jobs, police and other matters directly tied to schools and racism?	A	B	C	D
10. Are the age, quality, facilities and maintenance of the school buildings which are attended by the greater proportion of third world students as good as those which are attended by a lesser proportion of third world students?	A	B	C	D
11. Is the per pupil expenditure the same for students from all racial/ethnic groups in all districts in your community? (This does not include ESEA Title I federal money.)	A	B	C	D
12. If not, do the schools that expend more money per student have a higher percentage of minority groups?	A	B	C	D
13. In negotiating contracts, is past discrimination against third world people recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired, first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
14. Does a good share of the school system's business contracts go to third world contractors and to contractors whose hiring and personnel policies encourage racial/ethnic and sexual equity?	A	B	C	D
ADMINISTRATION				
15. Is racial make-up of administrative and guidance staff similar to racial make-up of student body? If student body is mainly white, does administrative staff represent racial diversity of this nation?	A	B	C	D
16. Do third world administrators hold positions of general authority rather than mainly positions relating more specifically to special federal programs, minority concerns or minority relations?	A	B	C	D
17. Are administrators and teachers encouraged to live or participate in the community where they teach?	A	B	C	D
18. When new administrators are hired, is their ability to relate to the community one important qualification?	A	B	C	D
19. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving cultural pluralism?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
20. Does the administration make decisions based on input from all students, parent and teacher viewpoints?	A	B	C	D
21. Are good academic grades for third world students a topic of serious concern?	A	B	C	D
22. Are school songs, symbols, decorations and holidays chosen to reflect all cultures and viewpoints?	A	B	C	D
23. Are school announcements sent in the language which parents can understand? Are parent meetings conducted or translated so parents can understand?	A	B	C	D
24. If busing is practiced for desegregation, are white students bused in equal numbers to blacks?	A	B	C	D
TEACHERS				
25. Is racial make-up of teaching staff similar to racial make-up of student body? If student body is mainly white, does racial make-up of teaching body reflect racial diversity of this nation?	A	B	C	D
26. When new teachers are hired, is strenuous effort made to find members of all racial minorities?	A	B	C	D
27. When teachers are interviewed for hiring, is it policy that the personnel committee contain third world staff and parents?	A	B	C	D
28. Are in-service courses required of entire teaching staff to enable them to increase their awareness of racism in our society, to acquaint them with the culture, history and viewpoints of racial minority groups? Is this true even if school is predominantly white?	A	B	C	D
29. Are teachers encouraged to learn to understand the language spoken by their students?	A	B	C	D
30. Do teachers clearly demonstrate that their behavioral and academic expectations are high for all students?	A	B	C	D
31. Do teachers routinely assign third world publications and authors for reading homework to all pupils?	A	B	C	D
32. Do teachers encourage diversity of values, styles and viewpoints, even when these run counter to teacher's own preferences?	A	B	C	D
33. Do teachers make special help accessible and comfortable for all students?	A	B	C	D
34. Do teachers encourage full participation in all classes and extra-curricular programs by third world students?	A	B	C	D
35. Do teachers contact administrators, school board and publishers to complain about stereotypes, bias and omission in materials and lack of multicultural materials?	A	B	C	D
36. Do teachers confront statements made by white students and other teachers that are racially or culturally biased or prejudiced?	A	B	C	D
GUIDANCE				
37. Are third world groups represented on the counseling staff in proportion to their representation in the student body, or, in predominantly white schools, in relation to their proportion in U.S. society?	A	B	C	D
38. Are guidance counselors required to attend in-service courses to enable them to increase their awareness of racism in our society, and to reexamine their views of racial/ethnic and culturally different students, including expected behavior traits, social mores, achievement potential, etc.? Is this true even if school is predominantly white?	A	B	C	D
39. Are students assigned guidance counselors who can communicate with students and parents in the language used at home?	A	B	C	D
40. Do guidance counselors arrange night hours to meet with working parents?	A	B	C	D
41. Do guidance counselors encourage high academic goals for students from all racial and income groups?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
42. Do guidance counselors provide those students who have decided to enter the work force after high school with effective career options rather than channeling them into low-paying service jobs?	A	B	C	D

STUDENTS

43. Do students from all racial/ethnic groups have equal access to the school of their choice?	A	B	C	D
44. If IQ and/or standardized achievement tests are used, are they offered in the language in which each student is most proficient?	A	B	C	D
45. Are teachers, parents and students given a clear-cut explanation of the cultural and class bias inevitably built into all such tests?	A	B	C	D
46. Are student performance and interest given equal or greater emphasis than test scores in decisions to track students?	A	B	C	D
47. Are discussions with medical and psychiatric professionals, as well as with a child's parents, given equal or greater weight than IQ test scores in decisions to place students into EMR (mentally retarded) classes0	A	B	C	D
48. If your school maintains tracked classes, does the racial breakdown in each class roughly reflect the racial breakdown of the school student body?	A	B	C	D
49. Are students regularly moved from track to track, rather than frozen into the same track for most of their school life?	A	B	C	D
50. Is the proportion of third world students in both college-bound and vocational/commercial courses equal to the proportion of third world students in the school (or system)?	A	B	C	D
51. Are students in non-college courses provided counseling, training and worthwhile options that reflect changing economic and technical patterns in our society and lead to well-paying careers with good advancement potential?	A	B	C	D
52. Are students encouraged to learn to understand and respect each other's language, dialect or expressions?	A	B	C	D
53. Is bilingual, bicultural education available to all students who request it?	A	B	C	D
54. Do students feel that all discipline rules are fairly and equally applied?	A	B	C	D
55. Have third world students had input into creating discipline policies?	A	B	C	D
56. Is there a grievance procedure in which students feel free to bring complaints about racial matters to those having authority, whether they be student government, teachers or administrators?	A	B	C	D
57. Does the racial breakdown of students expelled or suspended reflect the racial proportions of the student body?	A	B	C	D
58. Are students encouraged to discuss school events and current events which relate to race?	A	B	C	D
59. Are they made to feel that their cultural group's dress and speech styles are as acceptable as are white middle-class styles?	A	B	C	D
60. Does food served in cafeteria reflect the tastes of all racial and ethnic groups?	A	B	C	D
61. Is care taken that students receiving free lunches are not made to feel self-conscious in any way?	A	B	C	D
62. Do poor students get some funds to participate in extra-curricular activities?	A	B	C	D
63. Does the school recognize the need for and facilitate the arrangement of self-segregation among students at times in the classrooms, extra-curricular activities and leisure periods?	A	B	C	D
64. Are all students encouraged to participate in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics, and student government?	A	B	C	D
65. Do school groups and clubs include activities representing the diversity of racial and ethnic cultural contributions, to provide positive experiences for all students?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
CURRICULUM				
66. Are instructional materials as anti-racist as possible?	A	B	C	D
67. Does a curriculum committee, composed of school professionals, parent representatives, local minority and feminist group representatives, and student representatives (age permitting), screen all instructional materials prior to purchase?	A	B	C	D
68. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of racism? (and sexism?)	A	B	C	D
69. If materials aren't representative of our multi-racial, multi-cultural society, do teachers supplement them with materials that are?	A	B	C	D
70. Do materials, resources and media available in the library, media center and guidance offices reflect the racial and ethnic diversity of the nation, the contributions and achievements of third world people and project anti-racist images and concepts?	A	B	C	D
71. Do materials on classroom walls depict the racial diversity of this nation?	A	B	C	D
72. Is it a requirement that curriculum for all students present the true nature of both historical and present-day racism?	A	B	C	D
73. Is it a requirement that curriculum for all students include the culture, contributions and history of all racial groups? (and of women?)	A	B	C	D
74. Does the curriculum make room for open discussion of racial conflicts in the larger society, the community and the school?	A	B	C	D
75. Does the curriculum teach how minority values differ from dominant white values in our society? Are all values presented as equally valid?	A	B	C	D
76. Are students encouraged to mold their future by becoming active participants in working for social justice in the school and community?	A	B	C	D

CHECKLIST ON SEXISM

COMMUNITY

1. Are parents' meetings held at suitable times for working parents?	A	B	C	D
2. Are feminist groups in the community encouraged to assist the schools in combatting sexist practices?	A	B	C	D
3. Are poor and/or third world parents made to feel welcome to visit?	A	B	C	D
4. D· schools perceive both mothers and fathers as equally concerned and responsible for children, and communicate with both in notices, in requesting parent-teacher meetings, in encouraging parental involvement in school related affairs?	A	B	C	D
5. Do fathers participate equally in PTA activities such as organizing, planning events, record keeping, baking, etc.?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
SCHOOL BOARD				
6. Are half the members of Board female?	A	B	C	D
7. Do they represent all classes and races in the community?	A	B	C	D
8. When drawing up contracts, is past discrimination against women administrators recognized and compensated for in considerations of promotion or layoffs, rather than using seniority which results in "last hired first fired" and counteracts affirmative action and equal employment efforts?	A	B	C	D
9. Are fringe benefits such as retirement plans, maternity and/or family leave, insurance benefits, and sabbatical and training opportunities equal for females and males?	A	B	C	D
10. Does the school system attempt to direct its business contracts to female contractors and to contractors whose hiring and personnel policies encourage sexual equity?	A	B	C	D
11. Are all specialized, technical and academic schools in the district open to both females and males equally?	A	B	C	D
12. Are community feminist groups encouraged to present their concerns to the Board?	A	B	C	D
13. Has Board hired as many female as male Superintendents?	A	B	C	D
ADMINISTRATION				
14. Are women equally represented in the administrative positions of decision making and high salary in both the central administration and the individual schools (i.e., Assistant Superintendents, principals, assistant principals, etc.)?	A	B	C	D
15. Is input on feminist issues encouraged from students, teachers and parents?	A	B	C	D
16. Do administrators place high priority on creating and enforcing policies and practices which are aimed at achieving sexual equity and anti-sexist education?	A	B	C	D
17. Do school songs, holidays, symbols reflect anti-sexist concerns?	A	B	C	D
18. Are women invited to address assembly and graduation ceremonies?	A	B	C	D
19. Are curriculum materials in use carefully screened and teachers made aware of their sexism?	A	B	C	D
TEACHERS				
20. Are male teachers as numerous as female teachers in the primary and elementary grades?	A	B	C	D
21. Are female teachers employed in equal number to male teachers in high schools?	A	B	C	D
22. Are females "heads of departments" as often as are males?	A	B	C	D
23. Are in-service courses required of entire teaching staff to increase their awareness of sexism in our society, and to re-examine their views of behavior traits, role expectations, achievement potential, etc. in regard to female and male students?	A	B	C	D
24. Are the average salaries of female and male teachers the same?	A	B	C	D
25. Do teachers contact administrators, school board and publishers to complain about sex role stereotypes and bias in materials, and the lack of materials by and about women's significant role in our society?	A	B	C	D
26. Do teachers confront statements made by students and other teachers that are sexist or reflect stereotypes about females?	A	B	C	D
27. Do teachers discuss the implication of—and avoid using—terms like "man" or "mankind" to refer to people or humankind; "he" or "him" when referring to an unknown individual; "chairman" or "congressman" when referring to a chairperson or congressperson, etc.?	A	B	C	D
28. Do teachers avoid imposing such sex-role expectations of femininity and masculinity on children as "girls love reading and hate math and science," "boys shouldn't cry," or that boys can be loud and noisy while girls must learn to control themselves?	A	B	C	D

	Yes, always	Sometimes	Rarely	No, never
29. Do teachers avoid separating females and males when forming class into lines, asking for student assistance in classroom duties?	A	B	C	D
GUIDANCE				
30. Are female counselors employed in equal numbers to male counselors?	A	B	C	D
31. Are counselors informed on the realities of sex discrimination in employment and in turn do they provide such information to all students?	A	B	C	D
32. Do counselors encourage and counsel female students to strive for skills and training that will equip them to compete for well-paying careers in *any* field, rather than assume that "most girls get married" after high school and don't join the work force?	A	B	C	D
33. Do guidance staff avoid sex role stereotyping in all advice given?	A	B	C	D
STUDENTS				
34. Are females encouraged in math, science, sports and industrial arts, and males in home economics and commercial classes?	A	B	C	D
35. Is similar behavior encouraged from girls as from boys?	A	B	C	D
36. Are females who are pregnant or unwed mothers encouraged to continue schooling?	A	B	C	D
37. Can girls and boys wear any comfortable, clean clothing they desire?	A	B	C	D
38. Are females and males equally encouraged to participate and equally represented in extra-curricular activities such as drama, arts and crafts, musical groups, dance groups, athletics and student government?	A	B	C	D
39. Do females have equal access—in terms of times available and equipment—to all athletic facilities in the school?	A	B	C	D
40. Does the school encourage athletic programs which are most conducive to co-educational practices?	A	B	C	D
41. Are equal amounts of money expended on boys' and girls' athletics?	A	B	C	D
CURRICULUM				
42. Are instructional materials as anti-sexist as possible?	A	B	C	D
43. When ideal materials cannot be found, are teachers trained to detect—and to guide their students to detect—both overt and subtle manifestations of sexism?	A	B	C	D
44. Does a curriculum committee, composed of school professionals, parent representatives (including minority and feminist groups) and student representatives (age permitting), screen all instructional materials prior to purchase for sexist stereotyping, omissions and distortions?	A	B	C	D
45. If materials omit the contributions and struggles of women in our society, does the teacher supplement them with materials that provide this information?	A	B	C	D
46. Is literature by women authors, literature about women, and literature with women as central characters in nonstereotyped roles equally represented in the curriculum?	A	B	C	D
47. Do materials on classroom walls depict males and females in nontraditional non-stereotyped roles?	A	B	C	D
48. Is a conscious effort made to bring in outside people—of all races—who counteract traditional sex roles? Female scientists, engineers, dentists and plumbers or male nurses, secretaries and house-husbands?	A	B	C	D
49. Does your library avoid special sections listed "especially for girls" or "especially for boys"?	A	B	C	D
50. Are new library purchases routinely screened for sexism?	A	B	C	D

EXAMPLES OF INSTITUTIONAL RACISM IN EDUCATION

BIASED, CURRICULA, TEXTBOOKS AND MATERIALS

In most American schools, materials have reflected the contributions, achievements, heritage and cultures of white, male Americans and have glossed over many of the negative and oppressive aspects of our society. The materials and curricula fail to present fully the viewpoints, achievements, cultures and experiences of Afro Americans, Puerto Ricans, Chicanos, Native Americans and Asian Americans. When included, information about people from these groups is often stereotyped, distorted or presented from an ethnocentric bias, i.e., using white, middle-class standards and norms to judge and describe others. This negatively affects the self-image of third world children and lowers their motivation for achievement. Such materials also distort white students' understanding of racism in their society as well as their self-image and image of people of color.

IQ TESTS

IQ tests, it is generally agreed, cannot possibly be culture-free and are not satisfactory measures of innate intelligence or achievement potential. Yet, educators have utilized them in just these ways and, on that basis, have defined a student's intelligence, capabilities, potential and achievement. This practice, which negatively affects all students, is particularly disadvantageous to third world students. IQ tests are standardized on white middle-class norms, values and experiences, and thus do not reflect the cultures, heritages, experiences and language of third world students. IQ tests are rarely given in the native language of students for whom English is a second language. Even the race of the person administering the tests has been shown to affect the outcome of third world students. In many school systems, the IQ of Black students *declines* as they progress through their "schooling." This fact indicts both the predictive powers attributed to IQs and, more importantly, is an indictment of an educational system that destroys the future of Black youth. A federal judge in California has ruled against the giving of IQ tests to Black students in the state if the tests do not reflect the cultural background of the students.

TRACKING

Tracking systems (often as a result of IQ scores) are one of the most oppressive practices in education. IQ, achievement tests and teacher expectations all combine to place a greatly disproportionate number of third world and economically poor students in lower tracks, and white middle-class students in upper tracks. Once in a low track, students generally remain there (self-fulfilling prophecy) with a lesser attempt by the school at skills development and academic achievement. Counselors, unconsciously reflecting personal bias and/or racist assumptions, often encourage third world students toward service, non-professional and manual labor fields, in which our society offers low status and low pay. The tracking system perpetuates the socioeconomic and racial stratification of the society as a whole, rather than providing youth with the supposed equal opportunity that has for so long been the image of American education. A federal judge in Washington, D.C. ruled the tracking system unconstitutional because of its discriminatory nature.

EMR (Educable Mentally Retarded) CLASSES

Studies have shown that Black students are disproportionately classified for EMR classes in arbitrary fashion. Mental retardation is often determined by the utilization of IQ scores, which are often low because of language barriers and which are racist in their applicability to poor and third world students. In many instances, students are placed in EMR classes solely on the basis of a single teacher's judgment or referral. Students classified as EMR have been found to do as well, or better, in regular classes as they do in special education classes. The longer youth remain in EMR classes, the lower their rate of achievement. A ruling by a federal judge in California in 1972 prohibited a San Francisco school district from placing students in EMR classes solely as a result of IQ scores.

INEQUITABLE SCHOOL FINANCING

Local school districts are funded, for the most part, by property taxes. Affluent communities, with expensive homes or a good deal of industry, can set a low property tax and collect more money per student than can a poorer community with a higher property tax, but less taxable property. Such inequitable funding perpetuates racial, class and socioeconomic divisions. The child, whose parents can afford a more wealthy community, receives a superior education to that of the child in the poorer community. Thus, their opportunities for future achievement of income, employment opportunity, power and status are affected, regardless of their individual capabilities. The high proportion of third world families who are poor guarantees that inequitable school funding will discriminate more heavily against their children than against others. Some state courts and legislatures have determined that local property tax funding is inequitable and must be either replaced or supplemented by statewide funding.

STUDENT SUSPENSIONAND DISCIPLINE

Third world students are disciplined, suspended and expelled in significantly greater proportion than are white students. This pattern has been documented in all parts of the nation and is especially marked in newly desegregated schools. The new term, "pushout," is one result of the arbitrary application of discipline, suffered by third world students. The application of different sanctions to Black and white students for the same incident, lack of uniform and defined disciplinary rules, indefinite suspensions, lack of due process and institutional bias, inherent in both school policies and personnel, are all aspects of this process. Recent court cases in Boston and Dallas have declared the suspension and expulsion practices discriminatory and illegal. See *Fact Sheet on Institutional Racism.*

TEACHER EXPECTATIONS, ATTITUDES, BEHAVIORS AND RACIAL PERCEPTIONS

Innumerable studies have demonstrated the central role teacher expectations play in molding student achievement. This is known as the "self-fulfilling prophecy." When teachers expect third world and/or poor students to achieve less than white middle-class students, their behavior to those students can reflect these beliefs and lead students to doubt their own ability. Lack of teacher reinforcement, less attention, more criticism and less praise are all aspects of this process. Third world students have been shown to exhibit either hostility or passivity within white-controlled institutions in which they feel powerless and unrespected. These behaviors are often attributed, by a white teacher, to the students' racial, cultural or socioeconomic background, rather than to the racism within the school and classroom.

QUALIFICATIONS

Most standards or qualifications for teachers, for other professionals and for other jobs have been set by the whites who hold power and decision-making authority in the particular profession or industry. Most employment tests bear no real relationship to the job and courts have ruled many tests illegal and discriminatory. The most inspiring teacher is not necessarily the one holding the most degrees. Qualifcations for teaching should include being a good role model for students, understanding and being able to communicate with students and respecting their background and culture, *as well as* subject knowledge. When professional standards set by whites are the only standards given importance in deciding who is "qualified," the results are usually hostile to the interests of third world children. A diversity of experiences, heritages and perspectives is essential to the positive development of all students living in a multi-racial society, and thus should be among the qualifications sought in recruitment of teachers.

SEXISM IN EDUCATION

CURRICULUM AND TEXTBOOKS

Studies of textbooks show that males are over-represented and females underrepresented as central characters; females are usually portrayed in the stereotypical role of housewife and largely ignored as workers and producers outside the home; males are usually shown in productive, authoritative positions outside the home. Men are depicted as resourceful, courageous, successful, capable, achieving individuals, while women are generally portrayed as passive, deriving their self-worth not by individual accomplishments and abilities but through family roles. They lack initiative, skill, bravery, competence and independence. The contributions of women to our culture, heritage and economy are ignored or underrated. This important aspect of sex-role socialization tends to cripple the self-image of girls, impair their psychological health, and limit their economic achievement, while encouraging boys toward competitiveness, aggressiveness and inhibition of emotions and feeling for others.

TEACHER EXPECTATIONS, ATTITUDES AND BEHAVIOR

All teachers are, themselves, products of the pervasive sex-role socialization of our society. Their own behaviors and their expectations for the behaviors of girls and boys in their classes, are factors that encourage sex-role conditioning of children. Teachers perpetuate these role-expectations in both subtle and overt ways. The division of classroom labor, of asking for "strong" boys to carry books or move furnishings, and asking for girls to dust or wash the chalkboards, perpetuates concepts of male strength and female weakness. Teacher attitudes which assume that girls love to read but are poor in math and science can be projected to students in a variety of ways, thus beginning a differentiation in skill acquisition that limits the career options of females. Allowing boys to be loud, noisy, boisterous and even angry, while expecting girls to control their behaviors and act like "young ladies" molds the behaviors of all youth into rigid sex-roles. Studies show that teacher interaction with boys and girls is totally differentiated (as is parental interaction). The sexist personnel practices of educational institutions that result in a preponderance of female teachers in the early grades and males in authoritative administrative positions, present role-models that also help to shape the attitudes of children to the capabilities of men and women.

INSTITUTIONAL CHANNELING

Females and males were often segregated from the earliest grades for athletic and hygiene lessons. Family life and homemaking courses on the one hand, and industrial arts courses on the other, were seen as separate activities for females and males from elementary school on. Vocational training was segregated, with beautician, secretarial and nursing courses for women, and metal working, plumbing and auto mechanics for men. More money was spent on athletic programs for males. The most honored women's team was the cheerleaders, who stand on the sidelines and cheer, while the men were actively engaged—good training for a later role of wife, secretary, nurse, etc. Many school systems had specialized technical schools reserved for males only. Colleges perpetuate the division of men and women and the inferior treatment provided women. Ann Scott notes a general admissions policy of colleges that divides entrance exams by sex and admit equal numbers of top-scoring women and men. While seemingly fair on the surface, this practice discriminates against women, as they generally score higher on these tests than do men. Women receive lower grants for financial school aid and married women are often denied grants since their husbands will supposedly provide for them, while married men often receive priority for grants since they supposedly must support their families. While change is occurring since passage of Title IX, the damage caused by institutional channeling remains pervasive.

II. STAFF DEVELOPMENT, TEACHER EVALUATION AND PERSONNEL PRACTICES

POLICY

Equal educational opportunity for students depends on the active efforts of administrators and staff to eliminate discrimination and bias from educational policy and practice and to remedy the effects of past discrimination in educational programs.

Staff need to be prepared to deal specifically with how bias and discrimination may operate in their disciplines, how this may deny students equal educational opportunity, and how staff can avoid and counteract bias and discrimination. A policy mandating and supporting a long-term system-wide program of inservice education and follow-up to train staff in implementing equity in all aspects of educational development (curriculum materials, access to courses, classroom interactions) for all program and service areas (academic, occupational education, guidance, physical education, extra-curricular activities) is essential.

After having the opportunity to develop general understanding of issues and recognization of bias and discrimination, it is useful for staff to meet by interest area or department to develop approaches for their particular areas. Realistic policy-making for staff development should be followed by action plans that allow for the time--and necessary assistance --this process will require.

Critical to creating incentives for teachers is to tie job performance evaluation to staff involvement in implementing equity objectives. Additionally employment practices must be monitored and grievance procedures made clear. It is essential that school policy make personnel evaluation an integral part of the overall equity implementation effort.

Inservice

Equity related staff development need not be limited to special programs. It can be incorporated into regular faculty meetings, departmental meetings, and building meetings, along with consistent messages of support from the central administration for implementation efforts. All such occasions should be documented.

However, a single program focusing on regulatory issues and staff awareness warrants at least one day-long inservice workshop for all staff in the school system. Staff should be given opportunities to develop skills, resources, and objectives for remedying the effects of previous bias and discrimination on students.

Many teachers appreciate help in getting started and working with their colleagues as they try applying their awareness to specific classroom and curricular plans. School systems without trained or experienced personnel to organize and run staff development workshops will need to

locate existing public and private national, regional, state and local resources, for example, Regional Sex Desegregation Assistance Centers, Teacher Centers, Professional Associations, that may be of assistance in implementing training programs and/or identifying resources.

CREATING AN ENVIRONMENT FOR CHANGE: THE SCHOOL PRINCIPAL'S INCENTIVES LIST

- Conduct assessment of specific equity training needs of staff at all levels and select and implement inservice equity training programs based on staff needs;
- Support staff, department chairs', librarians' efforts to form task forces to develop and collect multi-ethnic, sex-fair curriculum materials;
- Keep staff informed of upcoming conferences and workshops on sex equity;
- Work with central administrators to incorporate recognition of creative administrative, teaching, and guidance practices into incentive structure and to set up a long-range system-wide plan for inservice education;
- Bring people from systems with effective staff development programs into contact with staff;
- Encourage teachers and administrators to do graduate course work in multi-ethnic sex fair programs in women's studies and curriculum development with release time, promotion and tuition reimbursement policies;
- Print and disseminate all teacher evaluation procedures and criteria;
- Incorporate criteria designed to measure teacher performance in the sex equity area in all teacher evaluation procedures, i.e., lesson plans and classroom interaction patterns should be analyzed for bias, stereotypes or affirmative action;
- Review staff assignments and develop policies, action goals and timetables to implement changes where needed in employment practices;
- Utilize grievances as data for establishing objectives for program reform and staff development needs.

THE INSTITUTIONALIZATION OF CHANGE: A STAFF DEVELOPMENT CHECKLIST

	Yes	No
Mechanisms and programs have been developed to enhance staff consciousness of ways bias and discrimination may operate in school and in particular program areas.	☐	☐
The school system has provided administrators, teachers, counselors, and other service staff access to opportunities (both inside and outside the system) to develop their program-planning capabilities for multiethnic, sex-fair education.	☐	☐
Regular inservice programs have been developed and implemented to acquaint staff with mechanisms of self-evaluation, planning, and accountability to implement Title IX regulations and to achieve sex equity throughout the system.	☐	☐
All personal practices and staff assignments have been reviewed and goals and timetables have been established to implement necessary change.	☐	☐
Sex equity criteria have been incorporated into all printed teacher evaluations.	☐	☐

ASSESSMENT TOOLS FOR STAFF DEVELOPMENT AND TEACHER EVALUATION

The Checklist for Administrative Behavior is a beginning "ice breaker" for administrators to use with staff. This instrument can be utilized to help set a tone of open self-evaluation and to begin a collaborative staff administrative effort to develop a sex equity action plan, including staff development. It should be filled out anonymously with the collaborative result utilized to begin the planning process. While it was developed for vocational education it can easily be utilized in nonvocational settings.

Recognizing Sexist and Nonsexist Behaviors is a good beginning tool for individuals to use to better understand their own attitudes, knowledge and skill levels. Additionally, the Student Checklists utilized by teachers as a tool for analyzing student percepts of teachers' behavior can be useful for individual teachers' own self-evaluations.

Missing however, is an instrument designed to identify institutional and departmental staff development needs. Individual staff self-evaluations can however be utilized to create a school staff development needs profile.

Two checklists are included that can be utilized for analyzing employment practices.

All diagnostic instruments designed to identify staff development/personnel needs should include some questions in the area of sex equity. Thus while school personnel may in some instances want to utilize one or all of the instruments included here, in other cases selected questions may be utilized to be mainstreamed into overall diagnosis of school staff development needs.

PROJECT MOVE DRAFT/79 Male ____ Female ____

CHECKLIST FOR ADMINISTRATIVE BEHAVIOR

DIRECTIONS: Do not put your name on this paper. Below are a number of questions about the ways an Administrator may treat males and females differently. Your answers to these questions will not affect you in any way. We are asking for your help to assure that males and females are treated equally in your school. Please indicate your sex in the place provided above.

Respond to the questions below by marking a yes or no in the space provided to the right of the question, depending on whether you have seen this administrat(ever display the particular behavior. Please answer each question, and mark only one answer for each question.

Does your administrator ever:		yes	no
1.	talk in a different way when addressing a male than when addressing a female?	____	____
2.	hire a male secretary, male nurse, male food service person, male home economics teacher, or female industrial arts teacher, etc.?	____	____
3.	administer more severe punishment to boys than girls?	____	____
4.	have different standards or expectations for male student behavior than female student behavior?	____	____
5.	appoint members of one sex more frequently than the other sex to chair committees and meetings?	____	____
6.	approve new courses which would be "unisex" or of interest to both male and female students?	____	____
7.	act more pleasant to members of one sex than the others?	____	____
8.	give more gymnasium time to male sports than to female sports?	____	____
9.	have the same safety rules for both boys and girls?	____	____
10.	give more responsibility to boys than girls?	____	____
11.	use words that make jobs sound like they can only be done by one sex? For example: mailman for mail carrier, policeman for police officer?	____	____
12.	treat grievances presented by males more seriously than those presented by females?	____	____
13.	encourage students to consider non-traditional occupations?	____	____
14.	demand the same requirements of all students (i.e. work habits, behavioral attitudes, etc.)?	____	____
15.	show more acceptance when girls become emotionally upset than when boys become emotionally upset?	____	____

		yes	no
16.	encourage students to pursue courses of interest regardless of whether the course is predominantly male or female (i.e. secretarial, auto mechanics, drafting, etc.)	____	____
17.	expect boys to use more profanities than girls?	____	____
18.	give more personal encouragement for success to one particular sex?	____	____
19.	make any announcements that particularly single out boys or girls and not the student body as a whole?	____	____
20.	respond to an "angry" father's concerns more readily than to a "hysterical" mother's?	____	____
21.	encourage both male and female students to be leaders (i.e. run for office in student groups)?	____	____
22.	assign teachers of both sexes to courses which have been traditionally taught by one sex (for example: assign both sexes to teach typing and I.A.)	____	____
23.	always appoint a boy whenever something heavy must be lifted or moved?	____	____
24.	indicate that girls' sports are as important as boys' (i.e. equal and fair timing for practice in available facilities)?	____	____
25.	give the same punishment to males and females when they break the rules?	____	____
26.	have the same health rules for boys and girls?	____	____
27.	have the same dress requirements for male and female teachers?	____	____
28.	deal with boys' problems, but not with girls' problems, in front of others?	____	____
29.	allocate an equal percentage of the budget to male sports as to female sports?	____	____
30.	Give encouragement to members of one sex more than members of the other sex?	____	____

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RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Directions: Listed below are a number of situations which are familiar to administrators and counselors, especially those working in vocational education. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letter in the blanks.

From an administrative point of view:

1. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

   Responses:

   _____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

   _____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

   _____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

2. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This

course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

Responses:
_____A. Survival for Singles

_____B. Bachelor Living

_____C. Living Alone and Liking It

_____D. Basic Home Economics for Boys

3. Situation: Your school utilizes the following forms:

Responses:
_____A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children

_____B. A report card form which begins "Dear Mr. and Mrs."

_____C. A report card form which begins "To the family of _____" student's name

_____D. A data form completed by employees after they are hired which asks marital status for insurance purposes

4. Situation: One of your industrial arts teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by that teacher and students. You say to her:

Responses:
_____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

_____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."

_____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

5. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses: _____A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

_____B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find some place else for female trainees.

_____C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

6. Situation: There's only one restroom facility in your auto mechanics building. Since no females have been in auto mechanics until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroon. You:

Responses: _____A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

_____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

_____C. Instruct the teacher to let the females use the restroom in emergency situations.

From a counselor's point of view:

7. Situation: As a counselor you believe that part of your responsibility is to support students in their academic achievement, career aspirations and social behavior. You make the following comments to female and male students:

Responses: _____A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive."

_____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could start looking at some other options for you."

_____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find the information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it."

8. Situation: A 16-year-old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her prevocational program in distributive education. You say:

Responses: _____A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

_____B. "You can continue in school. There's no reason for you to leave unless you want to."

_____C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."

_____D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

9. Situation: You overhear a colleague making the following comments to students:

Responses: _____A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

_____B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and go ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

_____C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring the options."

10. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

Responses: _____A. "Our supervisory candidates, women and men who are mature in attitudes, are chosen annually; most will be in responsible positions within five years."

_____B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

_____C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

11. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

Responses: _____A. "In this school you have the right to take any class you want."

_____B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."

_____C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children. Select some other elective such as business law."

_____D. "To gain some additional experience you might want to check the openings for girls listed on the jobs board."

12. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

Responses: _____A. "Well, you know there are still many employers who are reluctant to hire females in this kind of job. Maybe we'd better look at some other vocational program for you."

_____B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."

_____C. "Under Title IX students are assured the right to nondiscrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavides about her experiences in auto body work placement."

Adapted from Joyce Kaser, Martha Matthews, and Shirley McCune, The Vocational Educator's Role (Washington, D.C.: Resource Center on Sex Roles in Education, 1978).

Source: Charlotte Farris
Project MOVE, SUNY College
of Technology, Utica, NY

STUDENT CHECKLIST

(Behavior Score: 25 item machine scorable questionnaire
for students' rating of teaching behaviors)

Description

This checklist was developed to obtain an indication of change in course members' teaching behaviors, and to provide vocational teachers a means of having their students give them feedback about their classroom teaching behaviors.

Individual items are scored 0 if sex-biased teaching behaviors are reported and 1 if they are not reported. (Some items are scored in reverse.) The questionnaires are machine scored and summarized by a special computer program. The directions for administering it and the scoring procedures are such that the anonymity of students and teachers is protected. A copy of the computer program (written in Fortran IV is available at cost.

Purpose

Pre-post measure of reported behavioral changes of teachers is the purpose. It is also used by teachers to self-assess and change their behaviors. It also increases student awareness and understanding of equitable classroom teaching behaviors.

The computer print-out includes:

- -teacher's identification (code) number
- -# of male students who responded
- -# of female students who responded
- -# of students who did not indicate sex
- -the teacher's behavior score (percentage) based on sex-fair response = 1, non sex-fair response = 0
- -the sex-fair response for each question
- -the teacher's own response for each question
- -female, male, and no sex specified responses, % yes, % no, % no response, and total % yes, total % no, total % no response

Reliability and Validity

The reliability of the instrument is .91. Content validity was established by judges, including vocational teachers, who were in a Project MOVE class and demonstrated an understanding of sex-biased teaching behaviors. Empirical validity was established by comparing the ratings of student teachers by cooperating teachers and college supervisors with the ratings done by the pupils of the student teachers (r=.83).

Teachers who participated in the course are asked to have two classes of students complete the STUDENT CHECKLIST. Post scores are compared to pre scores. Pre-post comparisons of scores form a basis for evaluating course effectiveness.

Former Project MOVE Class Participants

DIRECTIONS FOR ADMINISTERING THE STUDENT CHECKLIST

You should have enough copies of the green and white STUDENT CHECKLIST for two of your classes, 25 in each of two manila envelopes. Please return any extra sheets in the outer return envelope. To administer the questionnaire, choose one day (or two if your two classes do not meet on the same day) to have two of your classes fill out the STUDENT CHECKLIST during a class session.

Remember that your students must feel free to respond honestly and anonymously in order to give a true reflection of classroom dynamics. Therefore, read the enclosed directions to them and follow directions exactly. Do not elaborate on the purpose of this questionnaire beyond the fact that you are interested in your own teaching behavior and would appreciate an honest answer. Your identity will also be unknown to us because we will again use code names. We are not interested in any particular individual's performance. If you would like a copy of the results, please complete the second half of the enclosed green sheet.

DIRECTIONS:

1. To determine which classes you should give the checklists to, use the following criteria:
   (a) a mixed male/female class whenever possible (first priority)
   (b) the class which has been with the teacher the longest (second priority)
   (c) the class with the highest reading level (third priority)
   (d) the largest class (fourth priority)
   (e) do not, if possible, use any class in which special ed. students are enrolled
2. Make sure all students use a #2 pencil to complete the checklist.
3. Distribute the checklists to students.
4. Ask for a student volunteer to collect them, do not collect them yourself.
5. Read the following directions aloud to class:

The green checklist is concerned with how teachers sometimes act differently toward male and female students. There are 25 sentences to answer by marking YES or NO in the spaces at the right, depending on whether or not you have seen the teacher act that way in this class. (Emphasize this class, not any other.) Please make sure you give one answer for each sentence, and be sure to fill in the whole mark with a # 2 pencil, and stay within the lines when you make each mark.

Let's look at the example at the top of the page:

Does you teacher ever give too much homework? YES NO

If you felt that, since you have been in this class, the teacher has given too much homework, you should fill in the YES mark. Each of you should give you own opinion about the statement, and say whether or not you have seen the teacher act this way in this class.

At the top right hand corner of the green sheet, you are asked to mark whether you are male or female. THIS IS VERY IMPORTANT! Please, RIGHT NOW, carefully make a pencil mark in either the male or female box. (Wait and make sure they've done so.)

I want to point out that this checklist is to be handed in to _____(student volunteer) with NO NAME on it. The teacher will not know who wrote what. Your answers will in no way affect your grade. Your checklist will be put into an envelope and sealed by _____ (student volunteer). It will be mailed to the SUNY College of Technology. I will not see your paper. When you are finished, hand in your checklist to _____(student volunteer). PLEASE DO NOT FOLD THESE GREEN SHEETS!

6. Read the questions aloud if you feel the students in your class may have difficulty reading the questions (for example: because of low reading ability).
7. Have student volunteers seal the envelope after all checklists have been completed and handed in. Do this in plain view of all students.
8. Complete one green computer form of the Student Checklist for your own perceptions of your own behavior following the directions in italics above. Write your code name in the upper right hand corner in pencil over the words: Do Not Mark.

STUDENT 46 CHECKLIST

DO NOT MARK

PLEASE MARK ONE:
ARE YOU: Male Female

DIRECTIONS: DO NOT PUT YOUR NAME ON THIS PAPER. Below are a number of questions about the ways a teacher may treat male and female students differently. Your answers to these questions will not affect your grade. Your teacher will not see these papers. We are asking for your help, to assure that male and female students are treated equally in your school.

You are asked to check if your teacher has done any of these things in this class during this school year. Please mark YES or NO for each question and answer all questions. Thank you for your help.

DOES YOUR TEACHER EVER???	YES	NO
FOR EXAMPLE: give too much homework?	▮	
1. use words that make jobs sound like they can only be done by one sex? For example: Saleslady for salesperson; mailman for mail carrier; policeman for police officer?	yes	no
2. discuss the ways you can be treated unfairly in school, at home or on the job just because of your sex?	yes	no
3. talk about how both men and women work in the jobs you are learning about? For example: women who repair cars; men who work in a nursery school.	yes	no
4. provide information about jobs you hadn't thought of because not many of your sex have those jobs?	yes	no
5. talk as if only mothers stay at home and only fathers work?	yes	no
6. call students' friends of the opposite sex their "boyfriends" or "girlfriends?"	yes	no
7. say things that would make you think that boys must act one way and girls another way? For example: "Don't act like a sissy, "Boys will be boys, "Act like a lady, "Stop acting like a tomboy."	yes	no
8. point out when your textbooks, movies and filmstrips show men and women acting only in traditional ways?	yes	no
9. show pictures, articles or books in class which show both men and women doing the work you are learning about in class?	yes	no
10. discuss with members of the class how all of you will probably work and be parents and share in taking care of the home and family?	yes	no
IF THERE ARE ONLY BOYS OR GIRLS IN YOUR CLASS, PLEASE STOP HERE!		
11. have the same safety and / or health rules for both boys and girls?	yes	no
12. have all the boys sit together and all the girls sit together in your class?	yes	no
13. make fun of girls who are "strong, big" or "good leaders" or make fun of boys who are "emotional," "caring" or "artistic"?	yes	no
14. teach the same things to boys and girls in your class?	yes	no
15. ask for you to tell them when male and female students are being treated differently in your class?	yes	no
16. put boys and girls into separate groups for activities or projects?	yes	no
17. provide different projects for boys and girls to do? For example: One sex gets easier activities than another to do.	yes	no
18. give different grades to boys and girls who do the same work and do it equally well?	yes	no
19. discipline boy and girl students differently for misbehavior?	yes	no
20. give equal criticism and praise to both boys and girls?	yes	no
21. make one sex do all the demonstrations in your class?	yes	no
22. allow all students the same chance to use tools and equipment?	yes	no
23. have all students take part in cleaning up?	yes	no
24. make comparisons between the boys and the girls in the class? For example: Who got better grades on a test? Which group did an activity better than the other?	yes	no
25. set the same rules for behavior for boys and girls?	yes	no

Source: Project MOVE

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TEACHER EVALUATION:

CHECKLIST - STAFFING

General

YES NO

___ ___ 1. Women constitute approximately half of the teaching faculty and half of the administration.

___ ___ 2. Women and men are present in approximately equal numbers at every staff level (e.g., teacher, department head, principal, instructor, assistant professor, associate professor, professor) and in permanent staff positions.

___ ___ 3. Women and men performing the same or similar duties with equal experience and qualifications receive equal salaries.

Hiring Practices

___ ___ 1. There is a formal announcement, search and interview mechanism which is used equally for all candidates.

___ ___ 2. Recruitment practices include nontraditional channels for identifying promising women candidates. (See Additional Resources, P. 30 .)

___ ___ 3. Women and men with comparable experience and qualifications are hired at the same level.

___ ___ 4. Women and men hired at comparable levels receive equal salaries.

___ ___ 5. Recruitment and hiring decisions are not based on unverified assumptions about such matters as family obligations or willingness to relocate.

___ ___ 6. Contracts include childbirth leave policies which do not penalize women in status, pay or benefits for childbearing.

___ ___ 7. Fringe benefit programs are the same for all employes.

Assignment

___ ___ 1. Individuals of one sex are not clustered in certain job classifications, departments, grades or divisions.

___ ___ 2. Job classifications with substantially the same duties and qualifications have the same title and salary.

Promotion

___ ___ 1. Women are encouraged to seek education necessary for promotion levels.

___ ___ 2. Promotion policies are explicit and are applied equally to all members of the staff.

___ ___ 3. Determination of *merit* is based on qualifications which can be demonstrated to be job-related.

___ ___ 4. On the whole, women are promoted as frequently as men at all levels.

___ ___ 5. Promotions for comparable service and duties carry equal salary increases for women and men.

Retirement and Retrenchment

___ ___ 1. In providing equalized services, such as a coeducational physical education program, a disparate number of staff members of one sex are not retrenched.

___ ___ 2. A comparison of hiring and tenure statistics does not indicate a pattern of denying tenure to women.

EMPLOYMENT

Building Administrators (Principals/Supervisors)

Has a policy directive regarding the specific implications of Title IX for school employment (or employment-related) practices and procedures been developed and disseminated to all building staff? Yes ☐ No ☐

Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in school employment (or employment-related) practices and procedures? Yes ☐ No ☐

Have you prepared the following and submitted them to the central administration according to the specified format and timelines:

–assurances that all recommendations/decisions relating to employee selection, compensation and/or promotion are made on the basis of non-discriminatory criteria as specified by the central administration and applied without regard to sex? Yes ☐ No ☐

–assurances that all recommendations/decisions regarding the assignment and compensation of staff for extra-duty functions are made on the basis of nondiscriminatory criteria as specified by the central administration and applied without regard to sex? Yes ☐ No ☐

–assurances that all recommendations/decisions regarding leave privileges are made on the basis of nondiscriminatory criteria as specified by the central administration and applied without regard to sex? Yes ☐ No ☐

–assurances that all decisions regarding room assignment, and access to and use of facilities and supplementary materials are made on the basis of specified criteria without regard to sex? Yes ☐ No ☐

Source: Complying with Title IX
Implementing Institutional Self-Evaluation
by Martha Matthews and Shirley McCune
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

III. PROGRAM ACCESS

POLICY

The self-evaluation results should help to identify necessary policy and program changes. Immediate areas of concern include:

- o Class scheduling;
- o Course titles and descriptions;
- o Policies that restrict admissions discriminatorily.

After these immediate corrective measures, the in-depth assessment of policies, regulations, and practices that will follow should include particular attention to the following areas:

- o Admissions criteria for selective secondary schools;
- o Prerequisite criteria for selective programs;
- o Criteria based on mastery of English;
- o Scheduling procedures which result in restricted access;
- o Other policies which may effect enrollment patterns.

In-depth assessment should also thoroughly examine student access to school programs, activities and benefits outside the formal instructional and guidance areas (e.g., in-school events and assemblies, hall monitors, safety patrols, work-study programs, free-period activities).

It is important that you as principal support a wide variety of equal access initiatives, from measures to eliminate overt discrimination through strategies to remove unintentional bias and to encourage all students to go beyond traditional limits and consider a variety of program options. School staff should be urged to actively recruit students for courses, programs, and schools in which they have been underrepresented. Areas with special access problems include:

Occupational/Vocational Program Review

Occupational segregation and stereotyping in the labor market itself have supported traditional patterns of expectation among students. Now, most employers, mindful of their own equal opportunity requirements, look to the educational system to train students who were previously underrepresented in occupational categories. State Department of Education staff are currently working with vocational schools to review admissions criteria and to make recruiting plans. From an assessment of occupational/vocational program access, school systems will need to develop long-range strategies to coordinate efforts among various school departments that

affect student occupational decision-making. The following areas can be reviewed for their impact on student choice of occupational programs:

- Activities developing early career awareness and other early curriculum experiences;
- Guidance practices related to occupational/career and academic decision-making;
- Staff attitudes about appropriate occupational roles for members of each sex and of various ethnic groups, and about the relative importance of training boys and girls in skills for economic self-sufficiency;
- Guidance and instructional practices that encourage students to take prerequisites for occupational/vocational programs;
- Student, parent, and community views supporting traditional occupational patterns;
- Attitudes of employers and trade unions closely connected with staff and the school.

A Note on Industrial Arts/Home Economics

"Pre-vocational" programs in junior high school have traditionally been sex-segregated. They have tended to support the formation of student expectations for future economic roles, and these expectations have directly influenced later occupational training choices.

As industrial arts/home economics courses become coeducational, teachers are confronted directly with the need to develop new approaches to teaching their subject areas. School principals should provide specific in-service training to meet this need. Otherwise, staff who are unprepared to teach students of the opposite sex may simply continue "separate" classes within their classrooms, assigning one set of activities to the boys and another to the girls.

Physical Education Program Review

As with occupational/vocational programs, physical education programs have often been based on traditional notions, in this case different physical fitness and skill development levels appropriate for boys and girls. Access to physical education is achieved by the simple administrative action of scheduling classes coeducationally, but if staff are unprepared to teach boys and girls together, they may perpetuate "sex-separate" classes within their coeducational class. They may also unintentionally encourage separate activities for ethnic or linguistic minority students. Clearly, it is a high priority for success to provide a staff development program to meet such new training needs among physical education teachers.

An assessment of access to physical education opportunities will also need to plan the necessary framework to support high-quality physical education programs for all students. For instance, equal access to all equipment and equal facilities are basic to achieving an equitable program.

Linguistic Minority Students

The issue of access to programs for students whose primary language is not English demands special attention from school systems.

These "linguistic minority" students may range from students who are recent immigrants with no English language ability, to students who need some help with English in a regular program, to students who have full facility in English but may be subject to ethnic bias in regular programs.

Whatever arrangements are made for these students, no aspect of the curriculum (e.g., art, music, physical education) may be closed to them.

In designing the annual self-evaluation, the coordinator should pay particular attention to these nuances of access for linguistic minority students. The self-evaluation process itself might involve a task force of bilingual teachers and counselors who can identify problems of access and recommend strategies to ensure the involvement of linguistic minority students in all school programs.

CREATING AN ENVIRONMENT FOR CHANGE: THE SCHOOL PRINCIPAL'S INCENTIVES LIST

- o Review all policies and procedures for overt and covert restrictions on access, and take immediate action to correct those practices;
- o Inform all staff regularly of the legal requirements regarding equal access;
- o Inform all administrators making decisions on access of the full intent of the law, and follow up to make sure that all limitations have been removed;
- o Initiate an information system to monitor progress regularly;
- o Inform teachers and administrators of access strategies developed in other systems;
- o Disseminate information to staff on inservice or professional development programs dealing with coeducation, mainstreaming linguistic minority students, and other access issues;
- o Establish a procedure to ensure prompt response to access grievances with immediate action taken to open access to the student/students if the grievance is valid;
- o Summarize the previous year's access grievances for the annual self-evaluation and note areas for policy change by the superintendent and school committee;

- Initiate and lead joint planning efforts with selective secondary schools;
- Establish staff development programs for teachers who need assistance in particular areas (e.g., physical education teachers);
- Initiate long-range planning task force on achieving fully diversified student enrollments in all school programs;
- Locate models for special "remedial" programs to help students acquire prerequisites, and help staff adapt models for the system's use.

THE INSTITUTIONALIZATION OF CHANGE: A PROGRAM ACCESS CHECKLIST

	Yes	No
Enrollments and Exclusions		
All references to sex in the names or titles of schools, programs, courses, and activities have been removed.	☐	☐
System participation policies, formal and informal, that differentiate students by sex or ethnic group have been reviewed and rewritten.	☐	☐
Enrollments in each school, course and program have been tabulated by sex and by minority group.	☐	☐
Discrepancies between enrollments and system-wide percentages have been analyzed and reasons for discrepancies have been examined for evidence of discrimination.	☐	☐
Discriminatory practices so discovered, intentional and unintentional, have been discontinued immediately, or a plan with timetable has been developed to change those practices.	☐	☐
All non-academic benefits, services and programs of the school have been reviewed for discriminatory policies and unintentional bias.	☐	☐
Class scheduling by sex or minority group has been eliminated, except for reasons of personal privacy, in the case of sex, and specific transitional bilingual instruction, in the case of linguistic minority students.	☐	☐
Objectives for balancing enrollment figures have been established as a result of the annual self-evaluation.	☐	☐
Selective secondary schools have changed admissions procedures to actively encourage underrepresented groups.	☐	☐
Long-range plans have been formulated for increasing the participation of underrepresented groups in the full range of programs of selective secondary schools.	☐	☐
System-wide plans have been developed to overcome the effects of past discrimination as they are reflected in traditional enrollment patterns.	☐	☐

	Yes	No
Recruitment		
Written recruitment and announcement materials for all programs have been reviewed for discriminatory reference to the sex or race of students and have been rewritten.	☐	☐
Pictures of students in such publications have been replaced, where necessary, to show students of both sexes and of minority groups.	☐	☐
All other recruitment approaches have been reviewed, including the composition, presentations, and attitudes of staff assigned to recruitment activities.	☐	☐
Specific improvement objectives have been written, as a result of the annual self-evaluation, to more actively recruit underrepresented students.	☐	☐
Long-range plans have been formulated for a completely bias-free recruitment program.	☐	☐
Admissions Criteria and Prerequisites		
All criteria for admissions have been reviewed for discrimination on the basis of sex, race, color, religion, national origin, or limited English-speaking ability.	☐	☐
Discriminatory criteria, so defined, have been eliminated or revised.	☐	☐
All prerequisites for admissions to schools or programs have been reviewed for discriminatory effect.	☐	☐
Prerequisites previously inaccessible to students of one sex or minority groups have been abolished as criteria for admissions, or the opportunity to acquire those prerequisites or enter without them has been given to those students.	☐	☐
Specific objectives for revising admissions criteria and prerequisites have been set as a result of the annual self-evaluation.	☐	☐
Sending schools have eliminated practices which limit students' access to prerequisites.	☐	☐
Both sending schools and selective schools have reviewed the effects of past patterns of discrimination and have formulated plans to actively encourage student acquisition of prerequisites.	☐	☐

	Yes	No
Students of limited English-speaking ability have been given access to all programs, with bilingual instruction and support services appropriate to insure their success.	☐	☐

Occupational/Vocational Education

The enrollment patterns in occupational, vocational, and career education programs have received special attention as areas where underrepresentation has traditionally occurred.	☐	☐
School committees have reviewed and changed all policies and regulations which have limited access.	☐	☐
Appropriate informational and staff development programs have been provided for staff who recruit for and teach in these programs.	☐	☐
Plans with specific objectives and responsibilities have been developed for providing all students ample opportunity to consider a broad range of occupational choices, and for emphasizing student consideration of nontraditional, nonstereotypic occupations.	☐	☐
Occupational/vocational educators have analyzed the origins and reasons for underrepresentation, corrected their own practices, and cooperated with academic, sending, and lower-grade teachers and counselors to actively encourage access to all students.	☐	☐

Physical Education

Physical education classes are fully coeducational, with the exception of program elements involving the personal privacy of students.	☐	☐
Participation in all activities of physical education classes has been reviewed and access created.	☐	☐
Specific physical education improvement objectives have been established as a result of the annual evaluation.	☐	☐

	Yes	No
School committees have reviewed all policies, programs, and facilities in physical education, have corrected problems, and have developed long-term plans for resources, staff, and facilities to support fully coeducational, quality physical education programs.	☐	☐

ASSESSMENT TOOLS FOR PROGRAM ACCESS

Checklists are included that cover: General Access to Programs; Access to Vocational Education Programs; and Access to Physical Education Programs.

ACCESS TO COURSES—GENERAL

Building Administrators (Principals/Supervisors)

- Has a policy directive regarding the specific implications of Title IX for student access to courses been developed and disseminated to all counselors and instructors with responsibility for the assignment or selection of students to courses? Yes ☐ No ☐

- Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in policies, practices or materials relating to student access to courses? Yes ☐ No ☐

- Have you prepared the following and submitted them to the central administration according to specified format and timelines:

  –assurances of review of policies governing student access to courses and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurance of review of all procedures, criteria and testing instruments used in determining the access or assignment of students to courses and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all descriptive materials relating to course access or selection (including student handbooks or catalogs) and modification where necessary to ensure that content, language and illustrations reflect compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all course and curriculum guidelines and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments which are found to be disproportionate (80% or above students of one sex) are not due to discrimination in counseling or counseling materials? Yes ☐ No ☐

ACCESS TO COURSES—VOCATIONAL EDUCATION

Building Administrators (Principals/Supervisors)

All schools—vocational and non-vocational

- Has a policy directive regarding the specific implications of Title IX for courses and programs of vocational education been disseminated to all vocational education staff and counselors? Yes ☐ No ☐

- Have you requested that all building staff submit information regarding any instances of sex discrimination that they may identify in policies, practices or materials related to vocational education courses and programs? Yes ☐ No ☐

- Have you prepared the following and submitted them to the central administration according to specified format and timelines:

  —assurances of review of policies governing student access to courses and programs of vocational education and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of procedures, criteria, and testing instruments used in admission or assignment of students to courses or programs of vocational education and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all descriptive materials relating to student access to courses or programs of vocational education (including student handbooks or catalogs) and modification where necessary to ensure that content, language and illustrations reflect compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all vocational education course and curriculum guidelines and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review by sex of all vocational education classes, courses or programs to identify those in which enrollment of students of a single sex is 80% or above; and a description of procedures used to ensure that any such disproportionate enrollments identified are not the result of sex discrimination in counseling or counseling materials? Yes ☐ No ☐

Vocational schools only

- Has a policy directive regarding the specific implications of Title IX for admissions to schools of vocational education been disseminated to all staff involved in the admissions or recruitment process? Yes ☐ No ☐

- Have you requested that all building staff submit information regarding any instances of sex discrimination that they may

identify in policies, practices or materials relating to the admissions or recruitment of students? Yes ☐ No ☐

- Have you prepared the following and submitted them to the central administration according to specified format and timelines:

  –assurances of review of admissions policies and procedures and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all admissions forms and materials to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all tests or criteria used in the admissions process and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of policies and practices related to student recruitment and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  –assurances of review of all materials used in the recruitment of students (including student handbooks, catalogs, and descriptive brochures) and modification where necessary to ensure that content, language, and illustrations reflect compliance with Title IX? Yes ☐ No ☐

  –if the school previously admitted as students only members of one sex, a description of any steps taken to encourage application by members of the excluded sex? Yes ☐ No ☐

  –assurances of review and modification where necessary of all other policies, practices and materials relating to Title IX requirements* as specified by central office directives? Yes ☐ No ☐

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*Note: Schools of vocational education are subject to all requirements of the Title IX Regulation which affect local education agencies.

ACCESS TO COURSES—PHYSICAL EDUCATION

Building Administrators (Principals/Supervisors)

- **Has a policy directive regarding the specific implications of Title IX for school physical education programs been disseminated to all physical education staff?** Yes ☐ No ☐

- **Have you requested that all building staff submit information regarding any instances of sex discrimination that they may identify in practices, policies or materials relating to physical education?** Yes ☐ No ☐

- **Have you prepared the following and submitted them to the central administration according to the specified format and timelines:**

  –list of enrollments by sex in all physical education courses with identification of facilities used? Yes ☐ No ☐

  –description of nondiscriminatory criteria used in assigning students to courses, classes, or ability groupings? Yes ☐ No ☐

  –description of nondiscriminatory standards used in assessing individual progress in physical education courses? Yes ☐ No ☐

  –statement of barriers (if any) to achieving immediate compliance with requirements of the Title IX Regulation? Yes ☐ No ☐

  –description and assurances of immediate compliance activities where possible? Yes ☐ No ☐

- **Have plans been developed for ensuring school compliance with the Title IX Regulation requirements for physical education at the earliest possible date?** Yes ☐ No ☐

  Do they involve:

  –staff training? Yes ☐ No ☐
  –curriculum revision? Yes ☐ No ☐
  –rescheduling? Yes ☐ No ☐
  –renovation or construction of facilities? Yes ☐ No ☐

Source: Complying with Title IX
Implementing Institutional Self-Evaluation
by Martha Matthews and Shirley McCune
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

APPENDIX A
CHECKLIST FOR EVALUATING TITLE IX COMPLIANCE PROGRESS

PHYSICAL EDUCATION

The following is a checklist which education institutions/agencies may use to assess Title IX compliance progress in physical education programs. Two kinds of questions are provided. The numbered questions reflect specific regulatory requirements; the sections of the regulation relevant to each question are indicated in brackets. The questions listed under these either are derived from the regulation or are procedures which would be useful in meeting regulatory requirements. Indicate "yes" answers to these questions by placing a check in the appropriate columns.

	Has this been reviewed?	Is the institution/agency in compliance?
1. Are physical education requirements the same for males and females? [§86.34]	_____	_____
—Have policy directives regarding these requirements been disseminated to administrators and members of the physical education staff?		
—Has a statement regarding these requirements been disseminated to all students?		
2. Do course descriptions make it clear that all physical education courses are open to male and female students? [§86.9(2)]	_____	_____
—Have all students been informed of their right to nondiscrimination in physical education programs?		
—Do course descriptions state the criteria for measurement of skills where these are employed as a condition of course admission?		
—Have counselors and staff who assist with course enrollment been provided clear guidelines for nondiscrimination in course enrollment/assignment?		
3. Are physical education classes conducted on a coeducational basis except during participation in contact sports? [§86.34(c)]	_____	_____
—Do classes provide for a range of activities which meet the interests, skills, and abilities of male and female students?		
—Have course enrollments been examined by sex to identify disproportionate enrollments?		
—Have the criteria used in assigning students to courses, classes, or ability groupings been reviewed to ensure nondiscrimination?		
—Have all physical education staff received guidelines and/or training for the use of sex-segregated groupings during contact sports?		

	Has this been reviewed?	Is the institution/agency in compliance?
4. Are criteria used for measurement of progress within a physical education course or program free of adverse effects upon students of one sex? [§86.34(d)]	_____	_____
—Have the criteria used for measurement of progress been delineated by the physical education staff?		
—Have guidelines for the measurement of progress been provided to all members of the physical education staff?		
—Are criteria used for measurement of progress in physical education classes made available to students?		
—Has the application of evaluation criteria been reviewed to ensure that they do not result in an adverse effect on students of one sex?		
—If evaluation criteria have been identified which have an adverse effect on members of one sex, has one of the following alternatives been implemented:		
• delineation of two separate sets of criteria, one for males and one for females?		
• delineation of criteria for the measurement of individual progress?		
5. Are physical education facilities and equipment equally available to males and females according to the same criteria? [§86.31(2)]	_____	_____
—Has an analysis been made of the policies used in allocation of facilities and equipment?		
—Has the application of these policies been examined to ensure that it is free from adverse effect on students of one sex?		
6. Do all physical education employment policies and practices require and provide equal treatment of staff on the basis of sex? [§86.51(a)]	_____	_____
—Are job assignments made on the basis of qualifications and not on the basis of sex?		
—Are schedules of compensation free from differentiation on the basis of sex?		
—Are all extra-duty assignments equally available to members of both sexes?		
—Is compensation for extra duty comparable for male and female staff?		
—Are decisions regarding staff access to equipment and facilities made without regard to sex?		

	Has this been reviewed?	Is the institution/agency in compliance?
—Are decisions regarding fringe benefits and conditions of employment based on factors other than sex?		
—Does the administrative structure of physical education programs ensure equal opportunity to male and female members of the staff?		
7. Was an institutional self-evaluation of the policies and practices within physical education programs completed? [§86.3(c)] (Required by July 21, 1976)	_____	_____
—Have sufficient data been collected from existing records and representative samples of staff and students?		
—Have all necessary corrective steps been taken unless barriers to their immediate implementation have been identified?*		
—Have all necessary remedial steps been taken unless barriers to their immediate implementation have been identified*		
—Have plans been made and timelines established for the elimination of barriers to compliance?* Do these involve:		
• staff training?		
• curriculum revision?		
• rescheduling?		
• renovation or reconstruction of facilities?		
8. Have records of corrective and remedial actions been placed on file and scheduled for maintenance for a minimum of a 3-year period [§86.3(d)]	_____	_____
—Has information regarding Title IX compliance efforts in physical education been made available to staff, students, and interested members of the community?		

List any activities referred to above which have not been completed.

If any of the numbered activities appear on your list, you may need to take immediate steps to ensure Title IX compliance. If other activities are listed, you should consider the positive benefits and, in some

*Secondary and postsecondary schools are permitted an adjustment period until July 21, 1978 in which to achieve full compliance *if* significant barriers to immediate compliance have been documented. Elementary schools were required to achieve full compliance by July 21, 1976.

Source: Implementing Institutional Self-Evaluation
by Martha Matthews and Shirley McCune
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IV. GUIDANCE

POLICY

While program access concentrates on policies and procedures, initiatives in guidance concentrates on student-staff interaction. The school principals should develop practices that specifically support the guidance personnel efforts to achieve equity objectives. Counselors may need substantial help and time to revise old practices and develop alternative strategies. New resources, new recruiting materials, and new testing approaches require time and effort to collect or develop.

CREATING AN ENVIRONMENT FOR CHANGE: THE SCHOOL PRINCIPAL'S INCENTIVES LIST

- Notify guidance counselors of Title IX regulations;
- Facilitate guidance office efforts to locate primary language tutors and aides for linguistic minority students;
- Encourage Career Day and other occupational programs;
- Help counselors identify parents and community members in nontraditional occupations;
- Keep guidance staff informed of upcoming workshops or courses by professional organizations on grievance related equity initiatives;
- Be accessible to parents and students who are dissatisfied with counseling and guidance practices to discuss their concerns privately and negotiate improved services with the guidance department;
- Arrange release time for counselor research on tests and inventories;
- Help develop reasonable accountability mechanisms to ensure that personal counseling does encourage and support students' interest in nontraditional areas of work and study;
- Meet with guidance staff to develop and apply assessment criteria to the guidance program;
- Work with staff and administrators to frame objectives and timetables for long-range development of the guidance function to encourage broad academic, career, and personal options for all students;
- Put guidance staff in touch with people in nontraditional or previously inaccessible occupations who can participate in Career Day programs as role models for students.

THE INSTITUTIONALIZATION OF CHANGE: A GUIDANCE CHECKLIST

	Yes	No
All guidance staff have been informed of Title IX regulations pertaining to guidance and counseling.	☐	☐
Bilingual counselors or translators have been hired as needed to provide primary-language counseling for all students.	☐	☐
Guidance staff have taken inservice training and sought other professional development opportunities to extend their skills in counseling approaches which support students in considering a full range of activities based on interests, abilities, and skills.	☐	☐
Criteria have been developed for regular evaluation of guidance practices to identify any that explicitly or implicitly limit student options on the basis of race, color, sex, religion, national origin, or limited command of English.	☐	☐
Any discriminatory practices so identified have been terminated.	☐	☐
Testing		
All test and appraisal forms used for guidance purposes have been reviewed for content or scoring that discriminates or limits options on the basis of race, color, sex, religion, or national origin.	☐	☐
Use of discriminatory or biased instruments has been discontinued except as staff have developed procedures for nondiscriminatory administration and interpretation of tests for which no alternatives exist.	☐	☐
Guidance personnel have been given inservice training to identify cultural and sex bias in tests.	☐	☐
Alternative mechanisms have been provided for testing students of limited English-speaking ability.	☐	☐
Materials		
All guidance office reference and display materials (written and pictorial) have been reviewed for implicit and explicit discriminatory content, including materials for career guidance, academic counseling, and personal counseling.	☐	☐

	Yes	No
Materials so identified have been removed from circulation.	☐	☐
Guidance staff have collected reference and display materials that represent people of both sexes and of minority groups in a wide variety of occupations and roles.	☐	☐

Occupational Programs

All recruiters and Career Day representatives have signed forms stating that they do not give preference to members of a particular race, color, sex, religion, or national origin.	☐	☐
All recruiting materials are reviewed to ensure that they do not explicitly or implicitly express discriminatory preference.	☐	☐

ASSESSMENT TOOLS FOR GUIDANCE AND COUNSELING PROGRAMS AND PRACTICES

Included in this section are the following instruments: Counseling, a checklist specifically for school principals to utilize to evaluate counseling programs; A Checklist of Manifestations of Sex Bias and Discrimination in Administrative and Counseling Policies and Procedures adapted by Marlene Ross, Institute for Vocational Equity, a tool to evaluate counselor programs and staff performance; The Checklist for Guidance Counseling Behaviors a helpful instrument to be used by counselors to evaluate themselves or by students to evaluate their counselors; and Assessing Factors Influencing Students' Choices of Vocational Programs, an instrument that can be a useful tool for counselors in designing their own programs.

COUNSELING

Building Administrators (Principals/Supervisors)

- Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to all counselors/members of the counseling staff? Yes ☐ No ☐

- Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in counseling policies or practices, counseling instruments and counseling materials? Yes ☐ No ☐

- Have records of counseling contacts for the current school year (or, if these records are unavailable, of a sample two-week period) been reviewed to identify possible differential provision of student counseling services on the basis of sex? Yes ☐ No ☐

- Have all counselors received information and/or training regarding the nondiscriminatory use and interpretation of tests and counseling instruments administered by the school? Yes ☐ No ☐

- Have you prepared the following and submitted them to the central administration according to specified format and timelines:

  —assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes ☐ No ☐

  —assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 80% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes ☐ No ☐

Developed by Martha Matthews and Shirley McCune
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

A Checklist of Manifestations of Sex Bias and Discrimination in Administrative and Counseling Policies and Procedures

Directions: Based on your knowledge of school policies and procedures, respond to each question below. Under each question, note briefly the information upon which you base your answer.

If you do not know the answer to a question, try to locate the information from appropriate sources. Check "not applicable" if the question does not apply to your school.

	Yes	No	Not sure / Not applicable
1. Are males excluded from home economics classes?			
2. Are females excluded from industrial arts?			
3. Does course scheduling result in any sex segregated classes?			
4. Do program requirements in effect exclude one sex from taking certain electives?			
5. Are there different expectations regarding appropriate dress for males and females?			
6. Are dress codes for specific vocational programs based upon the sex of the student as opposed to safety or health requirements?			
7. In disciplinary situations, are students of one sex disciplined more frequently than students of the other sex?			

	Yes	No	Not sure/ Not applicable
8. In disciplinary situations, are students of one sex given different punishments for the same infraction?			
9. Are pregnant students required to bring a physician's note to certify their ability to stay in the regular education program?			
10. Do materials used for communicating with staff, students or the community employ sexist language such as the generic "man" (as in "chairman" or "he" or "his/him")?			
11. Are male and female staff members given extra duty assignments which are stereotyped according to their sex?			
12. Are teachers in any subject area predominantly of one sex?			
13. Are females expected to be emotional under pressure while males are expected to be stoic and better able to cope?			
14. Were students and parents notified that the D.C. public schools do not discriminate on the basis of sex?			
15. Are students and employees regularly notified about how to contact the Title IX Coordinator for the D.C. Public Schools?			

	Yes	No	Not sure/ Not applicable
16. Is there a student grievance procedure for resolving Title IX compliants?			
17. Are students aware of the student grievance procedure?			

COUNSELING

	Yes	No	Not sure/ Not applicable
1. Are female students assigned primarily to female counselors while male students are assigned primarily to male counselors?			
2. Are students counseled into sex-traditional courses (e.g., suggesting that males enroll in industrial arts; females, in home economics)?			
3. Are students channeled into sex-traditional vocational classes/programs on the basis of the data from sex-baised interest inventories?			
4. Are separate scoring instruments used for each sex for the interest inventories?			
5. Do program recruiting brochures show photographs of students primarily in sex-traditional areas?			
6. Are the difficulties of being in a non-traditional area stressed when counseling a student?			

	Yes	No	Not sure/ Not applicable
7. Do counseling materials use sexist language such as the generic "man" in occupational titles such as repairman, fireman, salesman?			
8. Are students praised for sex stereotypic behaviors: males for being mechanical; females for being neat?			
9. In interactions with students, are females praised primarily for their appearance while males are complimented primarily for their academic performance?			
10. In interactions with students, are flirting behaviors (winking, touching, joking) used to establish rapport with students of the opposite sex?			
11. Are female students addressed as "honey" or "dearie"?			
12. Are males expected to be more career-oriented than females?			
13. Are career information and career decision-making considered more important for males?			
14. Are female students expected to be emotional under pressure while male students are expected to be stoic and better able to cope?			
15. Is crying considered a more natural response for females so that a male who cries attracts a great deal of attention?			
16. Are different conclusions drawn from identical data for female and male students (females should consider dental hygiene; males, dental lab technician work)?			

	Yes	No	Not sure/ Not applicable
17. Are primarily male students recommended for the higher paying and higher status cooperative employment programs?			
18. Are nonverbal behaviors inconsistent with verbal statements when discussing nontraditional occupational choices with students (e.g., snickering or sneering or laughing while discussing options)?			
19. Are pregnant students counseled into special programs or into night school because of their pregnancy?			

Adapted by Marlene Ross
Institute for Vocational Equity
American University

PROJECT MOVE DRAFT/79 MALE ____ FEMALE ____

CHECKLIST FOR GUIDANCE COUNSELING BEHAVIORS

DIRECTIONS: DO NOT PUT YOUR NAME ON THIS PAPER. BELOW ARE SOME QUESTIONS ABOUT THE WAY A COUNSELOR MAY TREAT MALE AND FEMALE STUDENTS DIFFERENTLY. YOUR ANSWERS TO THESE QUESTIONS WILL NOT AFFECT YOU IN ANY WAY. WE ARE ASKING FOR YOUR HELP TO ASSURE THAT MALE AND FEMALE STUDENTS ARE TREATED THE SAME WAY IN YOUR SCHOOL. YOU ARE ASKED TO CHECK IF YOUR COUNSELOR HAS DONE ANY OF THESE THINGS DURING THE SCHOOL YEAR. PLEASE MARK YES OR NO OR DOES NOT APPLY TO ME FOR EACH QUESTION, AND ANSWER ALL QUESTIONS. PLEASE CHECK THE SPACE ON THE TOP OF THE PAPER MARKED MALE IF YOU ARE A MALE OR THE SPACE MARKED FEMALE IF YOU ARE A FEMALE. THANK YOU FOR YOUR HELP!!!!!

DOES YOUR COUNSELOR...	YES	NO	DOES NOT APPLY TO ME
1. EVER MAKE YOU FEEL GUILTY BECAUSE YOU SOMETIMES ACT LIKE A MEMBER OF THE OPPOSITE SEX?	____	____	____
2. TELL YOU ABOUT JOBS USUALLY DONE BY THE OPPOSITE SEX? (THESE ARE USUALLY CALLED "NON TRADITIONAL" JOBS)	____	____	____
3. TELL YOU ABOUT NON TRADITIONAL JOBS THAT YOUR PARENTS HAVE NOT DISCUSSED WITH YOU?	____	____	____
4. ALWAYS CALL YOUR FATHER INSTEAD OF YOUR MOTHER WHEN YOU HAVE DONE SOMETHING WRONG IN SCHOOL?	____	____	____
5. ENCOURAGE BOTH MALE AND FEMALE STUDENTS TO BE LEADERS? (FOR EXAMPLE, RUN FOR OFFICE IN STUDENT GROUPS)	____	____	____
6. TOUCH GIRLS THE SAME WAY AS BOYS? (FOR EXAMPLE, AN ARM ON YOUR SHOULDER, SHAKE HANDS IN THE SAME WAY)	____	____	____
7. ALWAYS CALL YOUR MOTHER INSTEAD OF YOUR FATHER WHEN YOU ARE UPSET IN SCHOOL?	____	____	____
8. TALK AS IF ONLY FATHERS WORK AND MOTHERS STAY AT HOME?	____	____	____
9. EXPECT STUDENTS OF ONE SEX TO DO BETTER IN SOME SUBJECTS THAN MEMBERS OF THE OTHER SEX? (FOR EXAMPLE: BOYS ARE EXPECTED TO BE BETTER AT MATH)	____	____	____
10. EXPECT BOYS AND GIRLS TO ACT DIFFERENTLY? (FOR EXAMPLE: BY SAYING THAT GIRLS ARE NEATER THAN BOYS, OR BOYS ARE NOISIER THAN GIRLS)	____	____	____
11. POINT OUT THAT BOTH BOYS AND GIRLS CAN PLAY ALL SPORTS?	____	____	____
12. ASK YOU TO THINK ABOUT DOING A JOB WHEN YOU ARE A GROWN UP THAT IS USUALLY DONE BY THE OPPOSITE SEX? (FOR EXAMPLE: A WOMAN BEING A DOCTOR)	____	____	____

		YES	NO	DOES NOT APPLY TO ME
13.	DEAL WITH BOYS' PROBLEMS, BUT NOT GIRLS' PROBLEMS, IN FRONT OF OTHERS? (FOR EXAMPLE: IF A BOY HAS NOT DONE HIS HOMEWORK, YELL AT HIM IN FRONT OF THE CLASS)	___	___	___
14.	SPEAK AS IF STUDENTS LIVE WITH THEIR MOTHERS IF PARENTS ARE DIVORCED?	___	___	___
15.	STATE THE IDEA THAT WOMEN WORK ONLY UNTIL THEY HAVE A FAMILY TO CARE FOR?	___	___	___
16.	POINT OUT HOW MEN AND WOMEN MAY GET PAID A DIFFERENT AMOUNT FOR DOING THE SAME JOB?	___	___	___
17.	CALL BOYS BY THEIR LAST NAME AND GIRLS BY THEIR FIRST?	___	___	___
18.	SPEAK IN A DIFFERENT WAY WHEN TALKING TO A BOY THAN WHEN TALKING TO A GIRL?	___	___	___
19.	EXPECT BOYS AND GIRLS TO HAVE THE SAME PERSONAL CARE HABITS? (FOR EXAMPLE: CLEAN HAIR AND CLOTHES)	___	___	___
20.	EXPECT MEMBERS OF ONE SEX TO BE MORE RESPONSIBLE THAN MEMBERS OF THE OTHER?	___	___	___
21.	ACT NICER TO MEMBERS OF ONE SEX THAN THE OTHER?	___	___	___

IF YOU ARE NOT IN HIGH SCHOOL YET...STOP HERE********

22.	ENCOURAGE YOU TO TAKE COURSES THAT HAVE MAINLY HAD STUDENTS OF THE OPPOSITE SEX INVOLVED IN THEM IN THE PAST? (FOR EXAMPLE: ENCOURAGE BOYS TO TAKE CHILD CARE COURSES)	___	___	___
23.	INDICATE DIFFERENT REASONS FOR BOYS AND GIRLS TO TAKE THE SAME CLASS? (FOR EXAMPLE: BOYS SHOULD TAKE FOODS IF THEY PLAN TO LIVE ALONE, AND GIRLS SHOULD TAKE FOODS SO THEY CAN TAKE CARE OF THEIR FAMILIES)	___	___	___
24.	GIVE PERSONAL ENCOURAGEMENT TO ONE SEX MORE THAN THE OTHER?	___	___	___
25.	ENCOURAGE YOU TO TAKE ON COURSES THAT INTEREST YOU EVEN IF THE COURSE HAS HAD MAINLY MALES OR FEMALES IN IT? (FOR EXAMPLE: ENCOURAGE BOYS TO TAKE SHORT-HAND, ENCOURAGE GIRLS TO TAKE INDUSTRIAL ARTS)	___	___	___
26.	DISCOURAGE YOU FROM PURSUING A CAREER BECAUSE THE PEOPLE IN THAT FIELD ARE OF THE OPPOSITE SEX?	___	___	___
27.	DISCUSS WITH STUDENTS OF BOTH SEXES ARMED SERVICES OPPORTUNITIES?	___	___	___
28.	ACTIVELY SEEK ATHLETIC SCHOLARSHIPS FOR BOTH BOYS AND GIRLS?	___	___	___
29.	OFFER TO HELP MEMBERS OF BOTH SEXES EQUALLY TO LOCATE MATERIALS ON CAREERS?	___	___	___

		YES	NO	DOES NOT APPLY TO M
30.	EXPLAIN (OR STATE WHY) SOME COURSES ARE MORE IMPORTANT FOR ONE SEX THAN THE OTHER? (FOR EXAMPLE: BOYS NEED MATH AND SCIENCE FOR COLLEGE)	____	____	____
31.	SPEAK AS IF BOYS ARE MORE LIKELY THAN GIRLS TO GO ON TO COLLEGE?	____	____	____
32.	POINT OUT HOW CAREER MATERIALS STEREOTYPE MALES AND FEMALES?	____	____	____

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ASSESSING FACTORS INFLUENCING STUDENTS' CHOICES OF VOCATIONAL PROGRAMS

Objectives

The objectives of this assignment are:

- to explore the factors influencing students' choices of vocational programs
- to analyze data collected regarding factors affecting students' choices of vocational programs

Procedure

1. Administer the attached survey to one of your classes.

2. After students have completed the survey form, conduct a discussion about the issues with the students. The following are suggested discussion questions:

   a. To what degree did family members influence your choice?
   b. Which family members were most influential? Why?
   c. Which family members were least influential? Why?
   d. To what degree did school personnel influence your choice?
   e. Which school personnel were most influential? Why?
   f. Which school personnel were least infleumtial? Why?
   g. To what degree did friends influence your choice?
   h. Which friends (male or female) were most influential? Why?
   i. What were the main reasons for your selection of this vocational program?

At the conclusion of the discussion, tell the students that you will be sharing this information with other District of Columbia Public School personnel who are working to ensure equal educational opportunities for both females and males.

3. On a separate sheet of paper, summarize six major findings from your analysis of the surveys and from the ensuing discussion.

INFLUENCES ON CHOICE OF VOCATIONAL PROGRAM

BACKGROUND INFORMATION

AGE _____

GRADE _____

SEX _____

PROGRAM OF STUDY _____

NAME OF SENDING SCHOOL _____

DIRECTIONS: Please rate the following people in your family as to the amount of influence they had on you when you selected your present vocational program. Place a check in the box which best describes the amount of influence each family member had on you. If no such family member is present in your home, check "not applicable."

Family member	lots of influence	some influence	no influence	not applicable
Mother or female guardian				
Father or male guardian				
Sister				
Brother				
Other family member (specify) _____				

DIRECTIONS: Please rate the following people in your school as to the amount of influence they had on you when you selected your present vocational program. Place a check in the box which best describes the amount of influence each person had on you.

People in Your School	Lots of Influence	Some Influence	No Influence	Not Applicable
School administrator				
Male teacher (specify course) _____				
Female teacher (specify course) _____				
Female guidance counselor				
Male guidance counselor				
Male friends				
Female friends				
Other person (please specify) _____				

DIRECTIONS: Please rate the following reasons for choosing the vocational program in which you are now enrolled. Place a check in the box which best describes the reason you enrolled in your present vocational program.

REASONS	very important	somewhat important	not important
to prepare for college or post-secondary school			
to get a job after graduation			
to earn money			
to study things of personal interest			
only course I could get into			
to satisfy family			
to have easy courses			
to be with my friends			
to follow a family member's occupation			
other reason (specify) _____ _____			

Using instrument created by
Jane Degon
Institute for Vocational Equity
American University

V. CURRICULUM

POLICY

The curriculum of a school system is at the heart of the educational process. It may be defined as the overall program of learning offered to each student, and it includes all activities offered to the student during the school day. It is the school's responsibility to ensure that the learning program does not in any way hamper a student's success, self-image, or future options because of his/her sex, race, color, religion, national origin, or English-speaking ability. School principals must develop policies that promote positive images of all groups of students through a broad-based, sex-fair, multiethnic curriculum.

Equal opportunity policies should specify in-depth attention to potentially biased areas:

- Overt and latent content of all types of curriculum materials;
- Design and implementation of classroom learning experiences;
- Student assignments and choices of learning options;
- Implicit and explicit guidance activities infused in the curriculum;
- Career/occupational materials and programs at all levels;
- Field trips, speakers, special events;
- All assigned duties or elective activities outside the regular classroom;
- General classroom interaction patterns.

School policies can help to link equal opportunity initiatives to all efforts to improve and enrich curriculum. Policy planning should include the specific support of staff implementation efforts through provision of inservice programs and new resources. Finally, school policy should support and build on the cycles of information-gathering, analysis, and planning around curriculum objectives developed by the teacher-task forces.

The ongoing review of instructional materials for stereotyping and for multiethnic, sex-fair presentation is a central effort. The problem to be addressed is the exclusion or distortion of the roles and contributions of both sexes and ethnic/cultural groups. Material reviews should be systematic and based on specific criteria. It should involve all staff. Successful first-time review sessions can be conducted as part of inservice sessions, and through ad hoc task forces.

CREATING AN ENVIRONMENT FOR CHANGE: THE SCHOOL PRINCIPAL'S INCENTIVES LIST

- Encourage teachers to review curriculum in teams, to exchange information, and to increase one another's awareness through providing time, resources, publicity and performance evaluation criteria related to curriculum review and development;

- Provide an atmosphere in which already-aware teachers can work cooperatively with less-aware teachers to facilitate learning and growth for both;

- Provide necessary follow-up support after the curriculum review to help teachers sustain new approaches;

- Support specialized curriculum development workshops;

- Develop strategies with superintendents for long-term curriculum planning at all levels;

- Develop mechanisms for your teachers to exchange information and curriculum ideas with teachers from other systems on a regular basis.

THE INSTITUTIONALIZATION OF CHANGE: A CURRICULUM CHECKLIST

	Yes	No
TOTAL CURRICULUM		
Procedures have been established as part of the annual self-evaluation to review all curriculum offerings and content in light of the goals of equal educational opportunity, including all aspects of the "hidden curriculum," non-classroom activities in which students take part during school hours.	☐	☐
All course titles and content descriptions have been reviewed for language implying stereotypes, bias, or discriminatory access, and have been changed accordingly.	☐	☐
All teachers and administrators have been clearly informed of their accountability for providing non-biased, non-stereotyped classroom activities, approaches to content, attitudes toward students, scheduling, and all other manifestations of the instructional program and school culture.	☐	☐
Students have been given clear instruction in recognizing stereotyping and bias.	☐	☐
Staff have been provided with necessary resources to adapt old curricula and/or design new curricula.	☐	☐
The school committee has specifically stated its intention to eliminate bias from the curriculum and to develop a sex-fair, multi-ethnic curriculum for all students.	☐	☐
Where indicated, special instructional programs have been developed, including bilingual or remedial programs, to help students attain equal access to all curriculum benefits, including selective schools and occupational training.	☐	☐
Specific improvement objectives have been established for curricular areas based on the annual self-evaluation.	☐	☐
Long-term plans have been developed for a sex-fair, multi-ethnic curriculum at all levels in the school system.	☐	☐

	Yes	No
CURRICULUM MATERIALS		
All instructional materials (texts, workbooks, media, others) used in the school system have been formally reviewed for sex-role and minority-group stereotyping, using standard criteria.	☐	☐
Staff members have been clearly and regularly informed of their obligations under the law to counteract biased materials and have been provided with guidelines for doing so.	☐	☐
Regular staff meetings or inservice programs have been devoted to training all staff members in how to review materials.	☐	☐
All instructional materials found to be discriminatory are specifically counteracted through classroom activities and additional materials, or are being phased out.	☐	☐
All instructional materials have been reviewed for the fair presentation of the contributions, cultures, and history of members of all groups and both sexes, and, where lacking, have been supplemented.	☐	☐
Purchasing procedures have been established whereby teachers, business agents, and administrators ordering materials and supplies insure that intended purchases are not stereotyped and biased and that they present members of all groups and both sexes in a variety of positive roles.	☐	☐
Departments and individual teachers have been given the information and assistance they need to provide a sex-fair, multi-ethnic curriculum.	☐	☐

ASSESSMENT TOOLS

While there has arisen a wide variety of curriculum resources and material review checklists--the two most comprehensive titles are Guidelines for Selecting Bias-Free Textbooks and Storybooks a 1980 publication that can be ordered from The Council on Interracial Books for Children, 1841 Broadway, New York, (212) 757-5339; and Fair Textbooks: A Resource Guide, by Jeana Wirtenberg, U.S. Commission on Civil Rights, Clearing House Publication 61, December 1977, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, #005-30-20224-9.

The following checklists are included: (1) Criteria for Evaluating Materials: A Checklist adapted from "A Checklist for Evaluating Materials" prepared by Women on Words and Images, Princeton, New Jersey, (2) A Checklist for Evaluating Materials, published by the Office of Education, U.S. Department of Health, Education, and Welfare, (3) Checklist for Analyzing a School Library included in Self-Study Guide to Sexism in Schools published by the Pennsylvania Department of Education, (4) Assessing Sex Bias in the Classroom, from the Council of Chief State School Officers.

Additional Checklists not included here: Guidelines for the Creative Use of Biased Materials in a Non-Biased Way and Guidelines for Sex-Fair Vocational Education Materials that can be ordered from Women on Words and Images, Princeton, New Jersey, (609) 921-8653.

CRITERIA FOR EVALUATING MATERIALS:
A CHECKLIST

Title_____

Date of Publication_____

Publisher_____

Your Name_____

School_____

Directions:
Read each item on this checklist. Select your favorite, major instructional text and review it for each item on the checklist. Place a check in the appropriate column for each criterion. Be sure to list several page numbers to illustrate each item.

Always	Sometimes	Rarely	Never	Sample Page Numbers

LANGUAGE

- The pronouns he and she or his and her are used whenever sex is unspecified (e.g., the student... he or she...).
- The antecedents used as general reference to occupations apply to both sexes and are not based on stereotypes (e.g., The housekeeper is a busy person. He or she is required to perform a number of tasks).
- When talking about a group of people which includes both sexes, efforts are made to choose words accordingly (e.g., business people, workers, congresspeople).
- When a woman or man holds a non-traditional job, there is no unnecessary focus on the person's sex (e.g., the woman lawyer, the male nurse--are not preferred usage).
- When referring to males and females, parallel terms are used (e.g., "Dr. Jones and his secretary, Ellen"--unparallel. "Dr. John, a physician, and Ms. Ellen Smith, a secretary"--parallel).
- Adults are referred to as men and women thus eliminating the usage of such expressions as "girls in the secretarial pool" or "boys' night out."
- Men and women are described in equal terms. (e.g., "Senator Kennedy and Golda Meir, mother of two,"--should be expressed, "Edward Kennedy, a senator and father and Golda Meir, a former prime minister and mother")

Always	Sometimes	Rarely	Never	Sample Page Numbers

- Women are not unnecessarily presented as dependent on, or subordinate to men, (e.g., John took his wife out to dinner and let her select the wine.)
- Material that is sex fair initially does not slip into the generic form later in the text. (e.g., The worker designed a system that he felt would solve the dilemma.)
- Quotations, references and extra reading recommendations are authored by women as well as men, providing references remain pertinent.
- "Person" is substituted for "man" unless the identity of the individual is known. In such cases, "woman" or "man" is used.

ROLES
OCCUPATIONAL/SOCIAL

- All occupations are presented as appropriate to qualified persons of either sex.
- Females and males are both presented as competent with a variety of job-related equipment. (e.g., Women are not shown as more skillful with a typewriter than a saw. Men are not shown as dextrous with tools and machines but baffled by a filing cabinet.)
- Jobs are not stereotyped by sex. (e.g., Nurses and secretaries can be male or female; plumbers and auto mechanics can be male or female.)
- In two income families both incomes are depicted as contributing to the family's financial status.
- The manager, boss, or executive is not <u>always</u> depicted as male; nor is the assistant, secretary or typist <u>always</u> depicted as female.
- Women on the job are not automatically assigned additional duties such as making coffee in the morning, and men as volunteering to change flat tires in the parking lot.
- Tokenism is not apparent. (An occasional female plumber and minority electrician in a textbook where the greatest proportion of the material is sex stereotyped is an example of tokenism.)

Always	Sometimes	Rarely	Never	Sample Page Numbers

- Personality traits on the job are not sex related. (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)
- The desire for upward mobility is not sex linked. (e.g., We never thought to ask her to train as an assistant manager. We thought she was satisfied being a secretary.)
- In a family where husband and wife work, household chores are not stereotyped by sex. (e.g., males mow lawns and do repairs; females clean house and cook)
- In a family business situation, responsibilities are not relegated according to sex. (e.g., husbands make decisions and handle heavy work; wife attends to bookkeeping and secretarial functions)
- Language which is inappropriate in the presence of women is also inappropriate in the presence of men. If apologies are offered, they are offered to the whole group and not only to the women.
- Personality traits such as:

passive	capable
inept	aggressive
vain	"take charge"
gossipy	brave
emotional	

  are not portrayed as sex related.
- Material in the text deals with the increasing movement of both men and women into non-traditional occupations.
- Content regarding non-traditional workers is found throughout the text, not isolated in separate chapters or in boxes on the page.
- Content realistically presents participation, struggles and contributions of women in our society.

Always	Sometimes	Rarely	Never	Sample Page Numbers

PHYSICAL APPEARANCE

- Both females and males are described in terms of accomplishments or character rather than females being described in terms of their physical appearance while men are presented in terms of accomplishments or character.
- Grooming advice is offered for both males and females, not presented as a factor of being hired for females only. (e.g., advice to secretaries - "light make-up and no heavy perfumes")
- Illustrations show a variety of physical types for both men and women (e.g., men are not always depicted as taller and more vigorous with women being smaller and more fragile)
- Both females and males are presented as being concerned with physical appearance including clothing and hairstyle.

Adapted from "A Checklist for Evaluating Materials" prepared by Women on Words and Images, Princeton, New Jersey.

A CHECKLIST FOR EVALUATING MATERIALS

LANGUAGE

- Is the generic **he** used to include both males and females when sex is unspecified (e.g., the carpenter . . . he . . .)?
- Is the generic **she** used where the antecedent is stereotypically female (e.g., the housekeeper . . . she . . .)?
- Is a universal male term used when the word is meant to include both sexes (e.g., mankind, forefathers)?
- When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?
- Are occupational titles used with -man as the suffix (e.g., chairman, businessman)?
- When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex? (e.g., the woman doctor, the male nurse)?
- Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?
- Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?
- Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?
- Are women presented as either dependent on, or subordinate to, men (e.g., John took his wife on a trip and let her play bingo)?
- Does a material use sex-fair language initially and then slip into the use of the generic he (e.g., A worker may have union dues deducted from his pay)?
- Is the issue of sexual equality diminished by lumping the problems of women, 51% of the population, with those of minorities (e.g., equal attention will be given to the rights of the handicapped, blacks and women)?

ROLES
occupational/social

- Are all occupations presented as appropriate to qualified persons of either sex?
- Are certain jobs automatically associated with women and others associated with men (e.g., practical nurse, secretary – female; construction worker, plumber – male)?
- Are housekeeping and family responsibilities still a prime consideration for females in choosing and maintaining a career (e.g., flexible hours, proximity to home)?
- Is the wife presented as needing permission from her husband in order to work (e.g., higher income tax bracket)?
- Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday" will be female?
- In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business (e.g., in an assembly plant with workers of both sexes, the females make the coffee)?
- Is tokenism apparent, an occasional reference to women or men in non-traditional jobs, while the greatest proportion of the material remains job stereotyped (e.g., one female plumber, one black woman electrician)?
- Are men and women portrayed as having sex-linked personality traits that influence their working abilities (e.g., the brusque foreman, the female bookkeeper's loving attention to detail)?
- Are only females shown as passive and inept?
- Are only females shown as lacking in desire to assume responsibility? (e.g., She was delighted to have risen to be "head secretary.")
- Are only females shown as emotional? (e.g., The secretary cried easily and was very thin-skinned.)

- Are only females presented as gossips?
- Are only women shown as vain and especially concerned with their appearance?
- Are only females presented as fearful and in need of protection? (e.g., She wasn't able to work late and walk home at night.)
- Are only males shown as capable, aggressive and always in charge?
- Are only males shown as brave and relentlessly strong?
- Do only males consistently display self-control and restraint?
- Are opportunities overlooked to present a range of emotional traits for females and males?
- Are women and men assigned the traditional roles of males as breadwinner and female as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers.)
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work.)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

OMISSIONS

- Does the text deal with the increasing movement of both men and women into non-traditional occupations?
- In historical and biographical references are women adequately acknowledged for their achievements?
- Are quotes and anecdotes from women in history and from important living women used as frequently as those from men?
- Is there acknowledgment of the limitations placed on women in the past (e.g., Women couldn't attach their names to literature, music, inventions, etc.)?
- Are women identified by their husbands' names (e.g., Mme. Pierre Curie, Mrs. F. D. Roosevelt)?
- When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?

PHYSICAL APPEARANCE

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries – "proper girdles to firm buttocks")?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

AUDIO/VISUAL MATERIALS

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditionally female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

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CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

Yes	No		
___	___	1.	Books and/or library sections are not designated as *for girls* or *for boys*.
___	___	2.	The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints.
___	___	3.	The library includes a significant number of biographies and autobiographies by and about women.
___	___	4.	The library includes materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.
___	___	5.	Library displays include feminist subjects.
___	___	6.	Library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.
___	___	7.	Procedures and criteria for selecting library materials include evaluation for sexism.
___	___	8.	The library subscribes to and makes readily available feminist periodicals and publications.
___	___	9.	Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are *for girls* and others *for boys*.
___	___	10.	A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials.

Source: Pennsylvania Department of Education

ASSESSING SEX BIAS IN THE CLASSROOM*

Directions: In order to make sure we're providing sex equity for students, we need examine the kinds of interactions we have with students and the kinds of techniques and procedures we use for managing classrooms. Only with such examination can we be sure that we're providing a nonsexist learning environment.

Listed below are specific teacher behaviors which fall under two major categories: the cognitive/affective classroom environment and the physical classroom environment. These are further subdivided into more specific groupings such as treatment of students and classroom groups. Please consider each one in terms of what you do in your classroom and check the appropriate column.

THE COGNITIVE/AFFECTIVE CLASSROOM ENVIRONMENT

Verbal Interaction

Do you interact with females and males similarly with regard to:

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
1. the frequency with which you call on them			
2. the frequency with which you praise them			
3. the kinds of behaviors for which you praise them			
4. the kinds of behaviors for which you punish them			
5. the kinds of disciplinary measures you use			

Use of Language

Is your language free of sex bias with regard to:

6. use of masculine terminology to refer to all people			
7. use or acceptance of derogatory terminology to refer to members of one sex			
8. word order which consistently places males first (he or she, boys and girls, men and women)			

	I almost always do this	I sometimes do this	Doing this has either occurred to or seemed important
Nonverbal Interaction			
Do you interact with females and males similarly with regard to:			
9. maintaining eye contact with them			
10. maintaining close proximity with them			
11. smiling (or other positive nonverbal behavior) at them			
Treatment of Students			
Do you treat females and males similarly with regard to:			
12. standards for dress and appearance			
13. the application of classroom rules and privileges			
Behavorial Expectations Set for Students			
14. attitudes, abilities, career goals, work assignments (audiovisual aids, messengers)			
15. the level and nature of emotional expression that is considered appropriate for the classroom			
Evaluation			
Are the standards set for male and female students similar with regard to:			
16. expected levels of academic performance (criteria used for evaluation)			
Provisions of Compensatory Instruction			
17. the frequency with which compensatory instruction is provided			
18. the nature of compensatory instruction that is provided			
THE PHYSICAL CLASSROOM ENVIRONMENT			
Visual Displays			
Do you arrange all visual display material to avoid bias with regard to:			
19. the frequency with which females and males are depicted			
20. sex stereotyping in behaviors, roles, and occupations			

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or
20. sex stereotyping in behaviors, roles and occupations			
21. fragmentation and isolation in the presentation of material about women			
Written Communication			
Are all written communications free of linguistic bias in terms of:			
22. use of masculine terminology to refer to all people			
23. use or acceptance of derogatory terminology to refer to members of one sex			
24. word order which consistently places males first-			
Classroom Groupings			
Do you make sure that the following are not designated on the basis of sex?			
25. seat assignments or work group assignments			
26. the lining up of students for entering or leaving the classroom			
27. play groups for recreational and social activities			

*Prepared by the Title IX Equity Workshops Project of the Council of Chief State School Officers.

APPENDIX A

SEMANTICS

CHANGE AGENT	Those persons who desire to participate in, and often instigate, institutional change processes through strategic risk-taking and calculated planning. Also those persons who are called upon to work and live in vanguard positions in order to model new behaviors that affect persons and institutions. (Geraldine Rickman, Civil Rights Digest, Spring Issue, 1974, p. 58)
EQUITY	An application of general principles of fairness and an equal distribution of rights and privileges.
SEX DISCRIMINATION	Practices of custom, habit or law which oppress or promote one sex.
SEX BIAS	Prejudice based solely on sex, exclusive of individual characteristics.
SEX STEREOTYPING	Expecting certain behaviors and occupations based only on a person's sex.
RACISM	A set of attitudes and practices based on a belief that racial differences require or justify discrimination and segregation of people by race. These practices usually lead to domination by the larger group and persecution of the minority group by the dominant group. Any attitude, action or institutional structure which subordinates a person or group because of color.
SEXISM	The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender. (Guidelines for Equal Treatment of the Sexes, McGraw-Hill Book Company Publication
SEXIST	Advocate or supporter of sexism. All those attitudes and actions which relegate women to a secondary and inferior status in society. (Guidelines for Improving the Image of Women in Textbooks, Scott, Foresman and Company, 1972.)

Semantics (continued)

FEMINIST	Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women. (Webster's New World Dictionary of the American Language, College Edition, 1957.)
HIDDEN CURRICULUM	General policies and practices which make up the process of learning such as teacher expectations, teacher behavior, role modeling and general student/staff interaction.